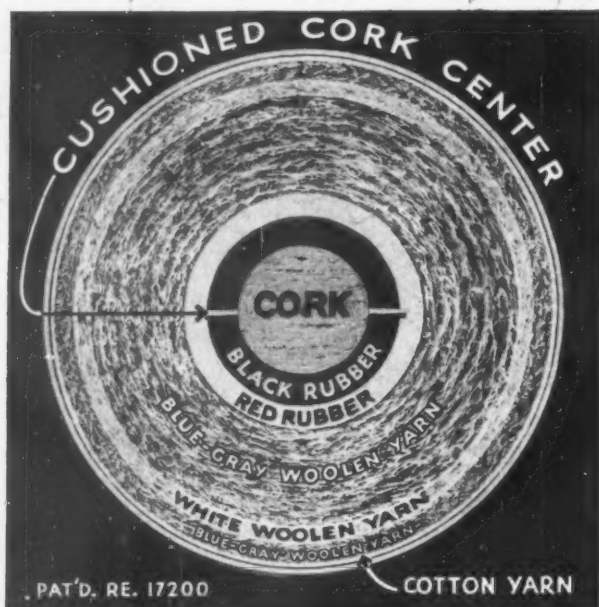


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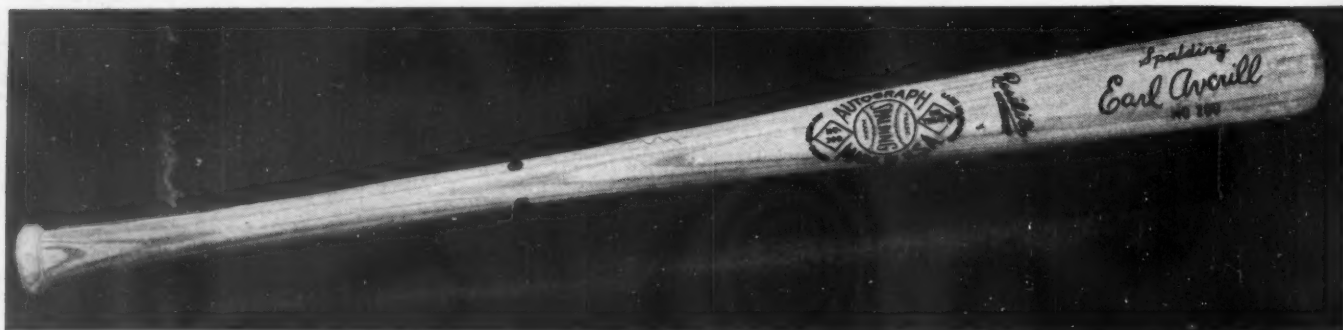
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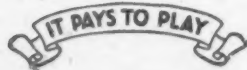


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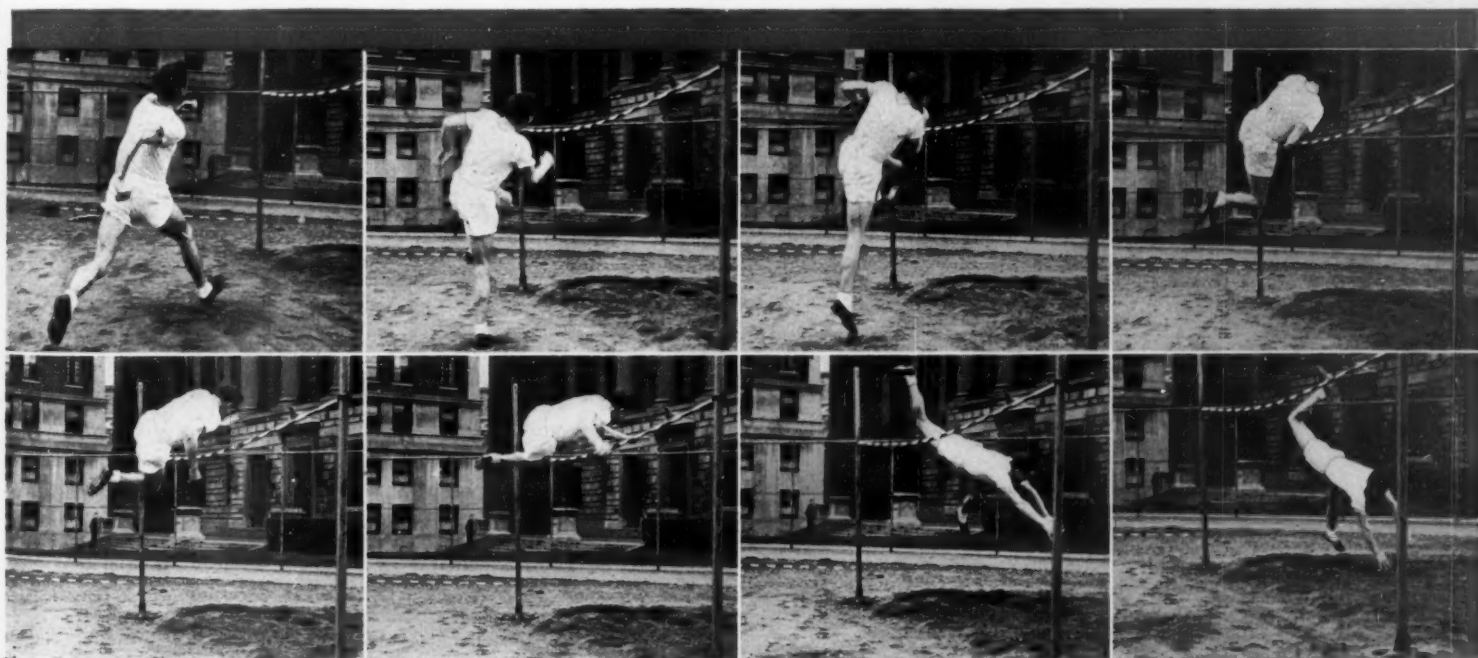
Discussion of the high-jump may best be followed by dividing the jump into four parts:

1 Approach. Start from either right or left side, and from a point 25 to 40 feet away from the bar. Take off on a moderate lope with the last four strides at a quickened pace.

2 Take-off. The take-off should be off the foot nearer the bar at a point two or four feet in front of the vertical plane through the cross bar.

3 Rise. The rise or lift comes from the force imparted by striking hard with the take-off foot, a slight bending of the knee of that leg, a throwing of the arms forward as the body rises to help pull the rest of the body.

4 Layout. It is in the layout that "form will tell." The difference of an inch or two is the difference between victory and defeat. The main object is to "gather" the body so that it "lays out" just as it passes over the bar.

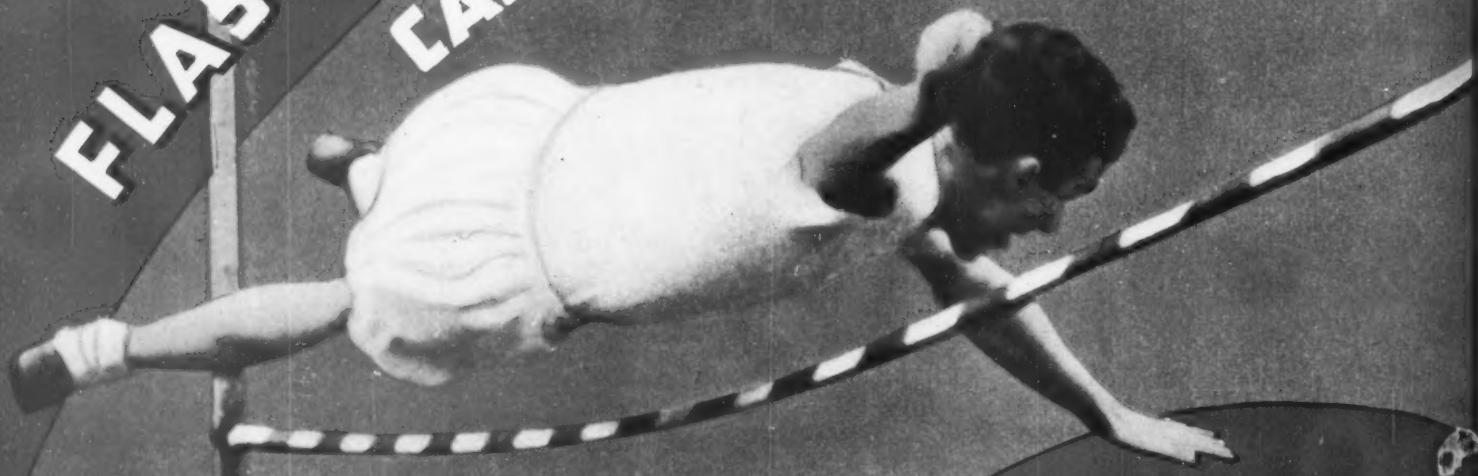


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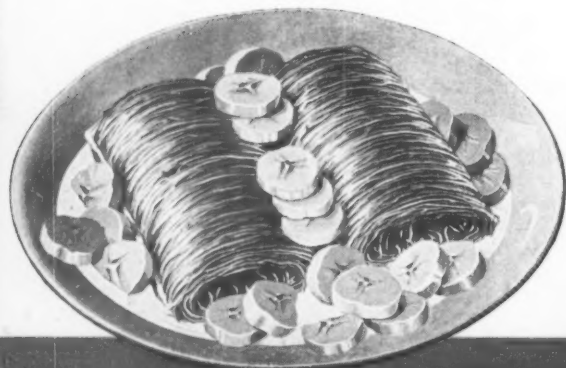
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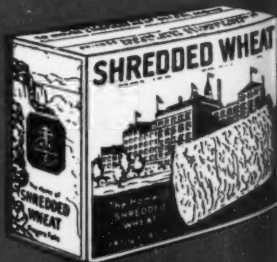


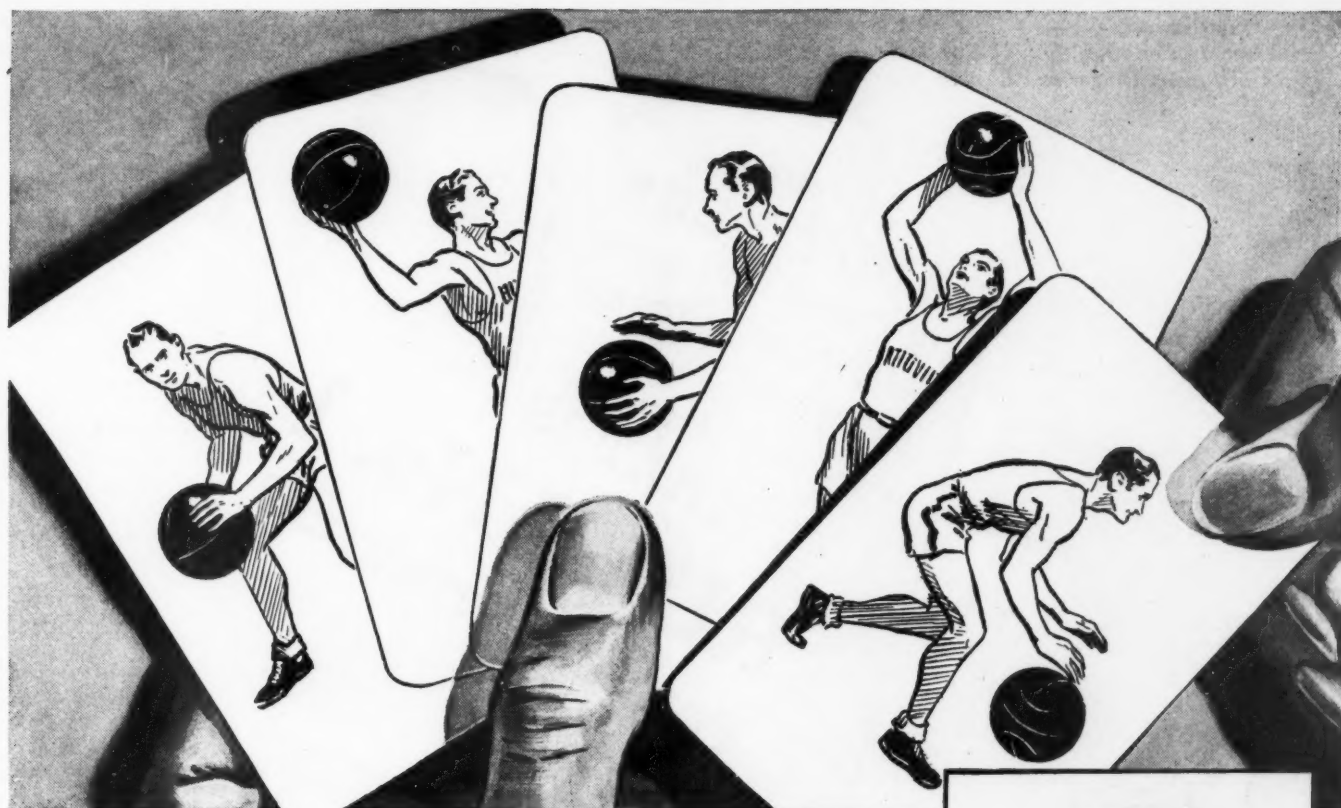
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Here Below

Defensive stalling is basketball's latest headache, zone defense getting the blame

THE ZONE DEFENSE seems to have many of the boys worried. They aren't able to get through it, so they are calling upon the rules committee to help them out. It is all a pretty mixed-up business, and if you think it isn't just turn to page 7, start reading and don't stop until you have gone all the way from Tower (Andover, Mass.) through Gullion (Knoxville, Tenn.). You will find the experience more unsettling than any trouble you ever had going through a zone defense.

After reading the learned opinions of Tower, Porter, Keogan, Rowe, Bunn, Carlson, Holman et al, we came away not quite sure whether (a) the zone defense is undermining the constitution, or (b) whether it is the greatest factor in hastening recovery. Or (c) whether it is a tempest in a teapot.

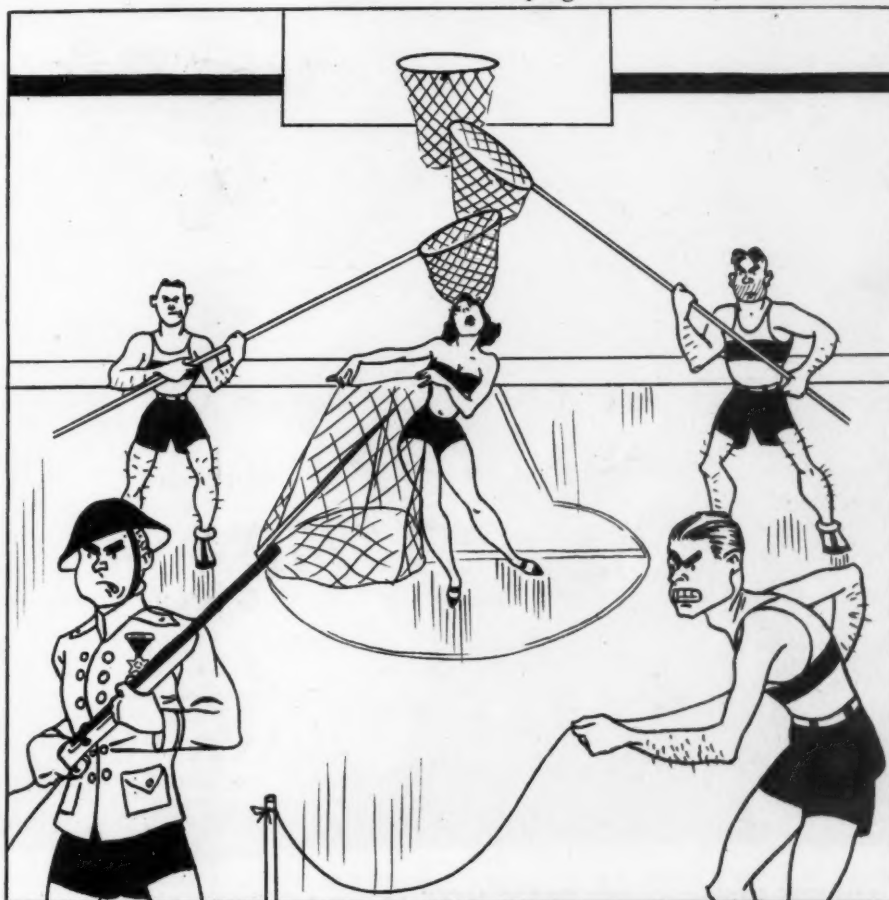
We plunged into the thing having no idea that a crisis was at hand. Oh, yes, we knew that the zone was rubbing some of the coaches the wrong way, but we dismissed this as just a temporary irritation at not being able to get through it. Time, we thought, would be a great healer, as he has always been on so many occasions in the past.

But in recent months every coach we bumped into would button-hole us and make the mistake of asking our opinion of the zone defense. "Which zone defense?" we would reply, which always seemed to be the wrong thing to say. It would make the fellow mad, because he thought we were treating lightly a subject of great import. But, on the contrary, we were serious. Which zone defense? Stanford's, for instance? If so, we say it's a great defense, and basketball is the better game for having such a defense. We say hurrah for any defense that makes the offensive loafers play ball. If the coaches won't coach that kind of defense (and it seems to us that it can be a zone or team type, just as well as

Broadway the other evening we were stopped in our tracks on seeing a sign "BASKETBALL GAME TONIGHT" standing as big as anything in front of the Apollo Burlesque theatre. You could have knocked us over with a G string.

Filled with incredulity, we stepped up to the blonde in the box office and asked her whether the sign really belonged to the Apollo Burlesque theatre, and if it did, did it mean what it said. She assured us that it was all true. "Only on Monday nights, though," she said. "A slow night for us, so the manager's son—who just graduated from Yale—had the idea of pepping up the show by putting on a basketball game!"

Paying our six bits, we entered the



THE RAREFIED STRATIFIED CO-AXIAL ZONE DEFENSE: The little lady-in-the-bucket draws in the offense, which if not tripped up by the forwards, becomes enmeshed in her toils. The two handsome guards with the overgrown butterfly nets solve the long-shot menace.

a man-to-man), then we favor radical action by the rules committee. But don't ask us specifically what this should be. The learned judges whose opinions are to be found on the next few pages need no such assistance from the editorial department.

YOU may think that basketball keeps a strange bedfellow when it flirts with the zone defense, but if you lived in New York you would see worse things than this happening to our fair game. A fate worse than death.

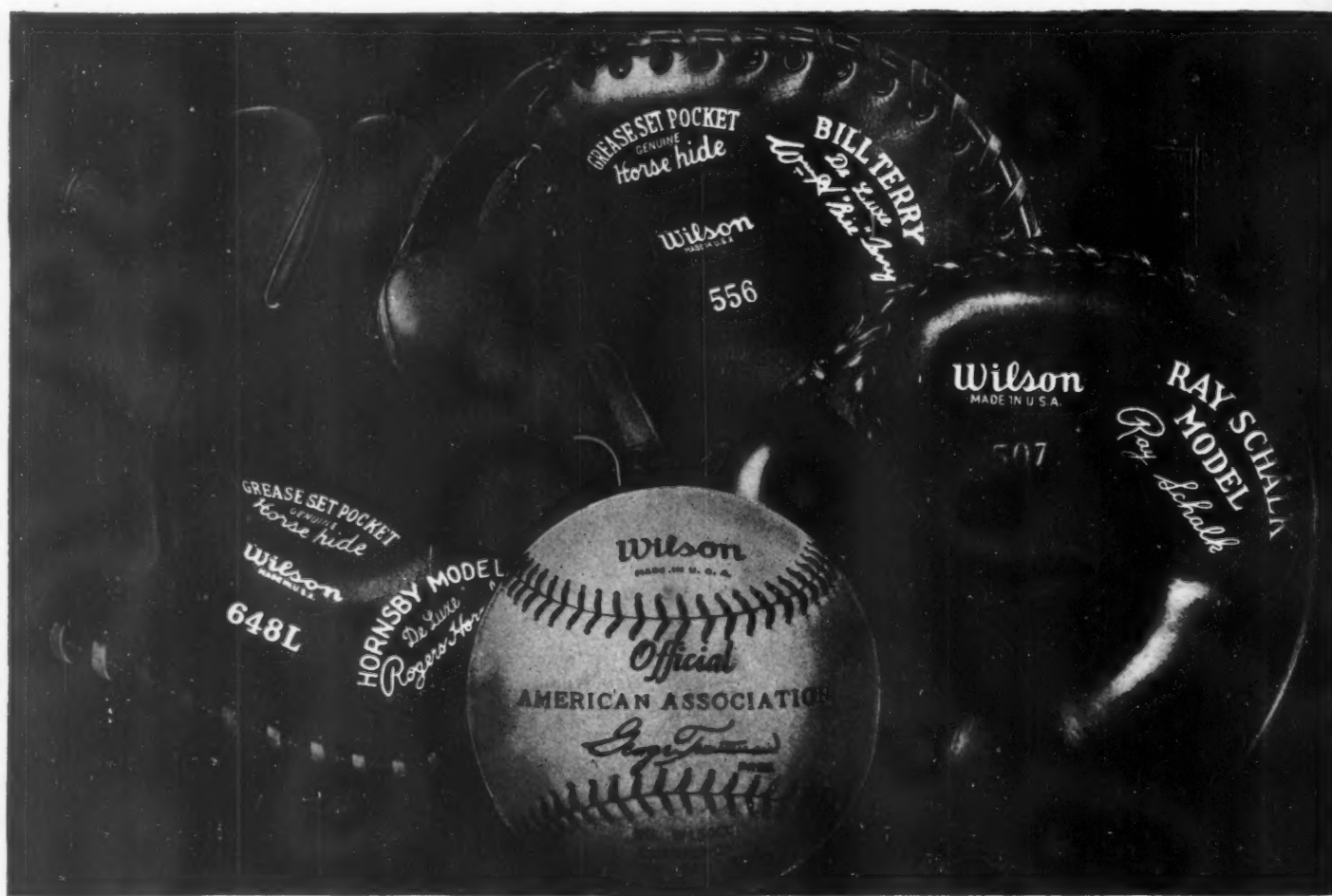
Walking along 42nd street west of

emporium of the undraped, and saw a very good game between two semi-pro teams of ex-college stars. It was not a full-length game. There was a first half of 10 minutes, followed by an hour of burlesque show—a sort of change of sporting pace, from the fast break to the slow break, or vice versa.

After the burlesque queens had kicked off their last shoe and departed, the basketball stars came back to play the second half, looking none the worse for the interruption. However, we cannot say the same for ourself.

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IS THE ZONE MENACING BASKETBALL?

Yes and No Say Leaders in Current Controversy

BASKETBALL wouldn't be the game it is if it weren't for the agitators. The history of the game is a story of continuous change, brought about by men who, had they been in the political arena instead of a gymnasium, would have been branded as radicals and agitators for wanting to upset the *status quo*.

The present *cause célèbre* in basketball is the zone defense, and the sides are lining up fast and furiously, pro and con. Would that there were a center division line which would require the cons to come into the pros' territory within, let us say, ten days! But we fear the controversy will go on for some considerable time. The rules committee (National Basketball Committee) meets next month, and no doubt this controversy will be uppermost in their minds. But, assuming for the moment that the zone defense is bad for the game, could it be legislated out? You cannot simply tell coaches that it is a harmful influence on the game, and then expect them to stop teaching it. Would elimination of the 3-second rule discourage the use of the zone? Coach Bunn of Stanford says that his team defense would not be disturbed "one whit" by such a change. Coach Keogan of Notre Dame thinks removal of the center division line a "simple solution to the problem."

Is the zone defense a menace to basketball? SCHOLASTIC COACH sought the opinions of some of the country's leading basketball authorities on this timely question. Their statements are presented here. Both sides are represented by men nationally known for their inclinations one way or the other. And the "middle" is also represented, by men who don't regard the evidence as sufficiently critical to justify an appeal to the Supreme Court.

Not Yet a Menace To the Game—Tower

IT is true that there has been an increase in the use of the zone or massed defense, although the increase is not so marked as some observers would have us believe if we take all types of teams into account and view the situation from a national standpoint. A trend toward the zone defense in one locality might lead observers in that region to conclude that the trend is universal, whereas a complete picture would show tendencies here and there toward other types of defense. Certainly it is not true that at present the zone defense threatens to supplant other forms or that it is becoming a menace to the game. The number of teams using

the man-for-man, or one of the variations of this style, is still in the lead by a wide margin, which is another way of saying that the great majority of coaches believe the man-for-man to be more effective and that most of them are adhering to the shifting man-for-man retreated defense. This is not to say that there are not many leading teams using the zone defense, for one could point out such teams in every section of the country.

On small courts, say 25 to 30 feet wide, the zone without doubt is an effective and almost impenetrable defense. Moreover its use on such courts tends to make the game uninteresting because there is less action, shots at the basket are wild and most of the scoring is done from long range. This situation prevails in far too many high schools but it is being corrected gradually by the construction of new buildings with more ample provision for basketball. It would be interesting and enlightening to know what proportion of coaches who have acquired new and adequate courts have retained the zone defense, or what proportion would do so if they should fall heir to a wide court.

Space does not permit a discussion here of the merits and weaknesses of the various systems of defense, but it is safe to say that under present conditions no one system so far excels the others that it is going to make the others obsolete. A weak team has great difficulty in scoring against a strong zone because it has not the skill to score consistently from outside and does not have the variety of attack to work into the weak spots of the zone. If the weak team lacks courage, or is content to be beaten by a small score, a stall-

ing and uninteresting game ensues. But it should be remembered that there are not many thrills in any game between teams unequally matched, regardless of the styles of offense and defense used. On the other hand, two well-matched teams playing on a court of adequate size generate plenty of action even when both are using a massed defense.

OSWALD TOWER

Encourages Long Shots; A Good Thing—Porter

EXPERIENCE has led me to believe that basketball has as many lives as a cat. It has survived a series of major rule changes and playing technique each of which gave rise at the time in some quarters to the opinion that the game had been "killed." After each supposed demise, the game, during the following season, kicked its heels in the faces of the alarmists and went on to establish new records for popularity.

There are several reasons why it has been able to do this. In the first place, the personnel of the rules committee has been such that no change in the rules has been made without very careful consideration of its effect on the game. Fortunately the men who have been responsible for making up the rules have been those who have had considerable experience with the game and who are motivated by unselfish purposes. They have regarded the next year's rules not from the standpoint of their effect on any one team but from the standpoint of the effect on the game

WHO'S WHO IN ZONE DEFENSE SYMPOSIUM

Oswald Tower, Andover, Mass.—Official Interpreter of the Rules; member National Basketball Committee; Editor, *Basketball Guide*.

George Keogan, South Bend, Indiana—Coach of Basketball, Notre Dame University.

H. C. Carlson, Pittsburgh, Penn'a.—President, National Basketball Coaches Association; Coach of Basketball, University of Pittsburgh; author, *You and Basketball*.

Blair Gullion, Nashville, Tenn.—Coach of Basketball, University of Tennessee; author, *100 Drills for Teaching Basketball Fundamentals*; *Basketball Offensive Fundamentals Analyzed*.

Adolph F. Rupp, Lexington, Ky.—Coach of Basketball, University of Kentucky.

Everett S. Dean, Bloomington, Ind.—Coach of Basketball, Indiana University; author, *Indiana Basketball*.

John W. Bunn, Stanford, Calif.—Member, National Basketball Committee, representative of the National Collegiate A.A.; Coach of Basketball, Stanford University.

H. V. Porter, Chicago—Secretary, National Basketball Committee; representative of the National Federation of State High School Athletic Associations; co-editor, *Basketball Play Situations*.

Nat Holman, New York City—Official Rules Interpreter for A.A.U. and Y.M.C.A. rules; Coach of Basketball, College of the City of New York; author, *Scientific Basketball*; *Winning Basketball*.

Floyd A. Rowe, Cleveland—Treasurer, National Basketball Committee; representative of the National Federation of State High School Athletic Associations; Director, Bureau of Physical Welfare, Cleveland Public Schools.

Forrest C. Allen, Lawrence, Kansas—Chairman, Research Committee of the National Basketball Committee; representative of the National Collegiate A.A.; Coach of Basketball, University of Kansas; author, *My Basketball Bible*.

George R. Edwards, Columbia, Missouri—Secretary, National Basketball Coaches Association; Coach of Basketball, University of Missouri.

throughout the country. The second reason why the game has progressed in spite of pessimistic prediction is that it is elastic enough to enable a coach and team to fit the style of play into any reasonable set of rules without experiencing any considerable handicap.

The latest alleged decline of the game has been caused, according to some commentators, by the 3-second rule which limits offensive activity in the free-throw lane. Objectors to this rule believe that a zone defense becomes too effective when it does not have to concentrate on offensive play in the lane. This has given rise to considerable discussion, and while everyone is entitled to his own opinion, it is the writer's observation that the zone defense has had a healthy influence during the past several years. In general, its use has been beneficial. It has tended to stop an excessive amount of the haphazard fire alarm type of offense. Since the game has been speeded up by recent rule changes, the tendency has been toward a type of game which was merely a race up and down the floor and which would become monotonous if practiced to excess. The zone defense has tended to check this tendency. A team may use every effort to bring the ball to its own front court before the zone defense can get set, but if the defensive team falls back quickly in their set defense, the ball, brought up to the front court in a hurry by the offensive team, must then be slowed down in order to find a way to penetrate the zone.

The claim has been made that the zone forces the offense to resort to its long shooting game and practically abandon the scientific tactics necessary to work the ball underneath for lay-up shots. In the opinion of the writer, this is probably a good thing. A few years ago it was unpopular for a team to attempt long shots and, as a result, one of the most thrilling techniques of the game was almost eliminated. The zone defense has brought back a reasonable use of the long, well arched shots which constitute one of the greatest thrills of basketball.

There is a natural check on the use of a tight zone defense—it is effective only when a team is appreciably in the lead. When a team falls behind in the score it is an easy matter for the offense to force the defense to spread. Almost every team varies its style of defense depending upon the score and the type of offense used by the opponents. A team skilled only in the zone type of defense seldom is successful over an extended period.

H. V. PORTER

Coaches Responsible If Game Is Slow—Rowe

REPLIES to a questionnaire sent out to both high school and college basketball coaches in the immediate vicinity of Cleveland show about an even division of opinion regarding the tendency for coaches to use the zone or some modified form of zone defense.

There is, however, an almost unanimous opinion to the effect that the zone defense tends to slow up the action of the

game. There is also the same unanimity of opinion that this slowing up of the game due to the use of the zone defense is making the game less popular with the spectators.

There seems to be, particularly on the part of high school coaches, a well-founded belief that the action of the rules committee in practically excluding the pivot play is responsible for the increased popularity of the zone defense. The coaches seem to think that the properly executed pivot play is the best means of breaking up a zone defense, particularly when the zone is set up by an inexperienced coach. There is an entire lack of any unanimity of opinion as to what the committee could do to clear up the situation so far as the use of the zone defense is concerned.

The evidence obtained is not conclusive. Personally, I am far from satisfied with the statement that legislation against the pivot play has increased the tendency for the inexperienced coach to set up a zone defense. I would say that such tendency as there may be to use the zone defense must be laid more particularly to one other factor. As a result of so much printed comment regarding the advantages of the tall player, the coach has, psychologically speaking, been conditioned to look for altitude even though it may not be accompanied by mobility and ball-handling ability. Therefore, the coach with this altitudinal complex, particularly in high school circles, selects the five tallest players he can find. It is nothing unusual to find a high school team with an average well over six feet. In boys of high school age, this usually implies slowness and awkwardness. Place these five giants on the average high school floor, which probably does not exceed 40 ft. by 70 ft., and is often accompanied by a relatively low ceiling, and drape them around the basket in any of the various types of zone defensive formations, and it becomes a difficult job for any offense to get in any sort of a lay-up shot without committing a foul.

"Phog" Allen has made famous the modified transitional zone defense which the coach of the future is destined to adopt with no loss in either spectator interest or coaching finesse. The modified transitional zone defense presupposes the movement of players about the court, and this rapid movement of players, clean handling of the ball, and the checkmating of clever maneuvering on the part of the offense by an equally fast moving and clever defense, are what has made basketball popular. The coaches know this and it seems that to the coach rather than to the rules committee should the buck be passed for uninteresting basketball. When coaches start placing the players in stationary positions then the game will become uninteresting and the crowds will diminish in size.

Certainly the rules committee cannot legislate against the zone defense as such. As the rules stand at present they are complex and difficult enough for the official to administer without attempting to define the position of a single player on the floor or his movements about the floor. It is presumable that the rules committee, when legislating against the

position of the pivot player, did so knowing full well they were violating one of the fundamentals of basketball, i.e., that a player has the right to take any position on the floor at any time he may wish without interfering with another player. This fundamental principle is well recognized by the committee. The evil inherent in the pivot play itself, the pushing, shoving, and, in consequence, the fouling had to be legislated out of the game or the game would have suffered. The same reasoning applies to the 10-second rule. Again the rules committee knew that, in adopting legislation requiring the team with the ball to get out of their back half of the court in ten seconds, they were violating this fundamental principle, but the popularity of the game was at stake and drastic measures had to be taken.

It would seem only logical from the above reasoning that the coaches would voluntarily coach more action into the game, move more players and thereby improve the game. Most major changes in the rules have been made to correct defects of play brought to light by coaching techniques.

Coaches are the ones to hold responsible for uninteresting basketball. They, not the rules committee, are the ones who actually control the game. The wise coach can and will coach interesting basketball. Those who because of selfish interest injure it should be condemned for their action. The rules committee is comparatively powerless.

FLOYD A. ROWE

Can Out-maneuver Any Zone Defense—Allen

EVERY coach with whom I have discussed the subject agrees that the best way to defeat a zone defense is to employ the fast break. Beating the zone team to the basket before they can get set is good basketball in any league. Therefore the zone defense should get the credit for the initiation of the fast break rather than the blame for slowing up the game.

Furthermore, I believe that there is not a successful coach in the country today who does not employ a combination of the principles of both the man-for-man and the zone defenses in his coaching routine. I have heard and have read statements made by many coaches to the effect that they could beat any zone defense ever devised. I would hardly think that these same coaches would make the same sort of statement concerning the man-for-man defense. This might sound like bragging. Since all coaches would rather win than lose, it seems to me that these confident coaches would want all of their opponents to employ the zone defense.

By moving the ball rapidly, a clever ball-handling team can out-maneuver any zone defensive team that sticks only to the zone defense. But when the defensive team incorporates the principles of both defenses, man-for-man and zone, with intelligence, then the opposition offensive may be in for a tough evening.

The man-for-man defense, the zone defense or a combination of both are used by
(Continued on page 20)

• QUESTIONS •

1. What should be the rule in regard to a slow or a hard hit ball to a pitcher with a runner on first base?
2. (a) What defensive plays should bring a pitcher back of third base? (b) Back of the catcher?
3. Why is it advisable for a pitcher to hit the first-base bag with his foot and immediately stop after he has taken a throw from his first baseman for an out?
4. How should a catcher field a bunted ball?
5. State four plays where a catcher must give instructions to teammates.
6. What common mistake do catchers sometimes make with regard to runners trying to score when the ball is thrown to them for the put-out?
7. When should a catcher back up first base?
8. State the infield fly rule.
9. A runner on an infield grounder decides to stop between the bases. What should the infielder who has fielded the ball do?
10. A runner is on second base, the pitcher by a quick throw to the second baseman traps the runner. How should the put-out be made?
11. Runner on second base, the batsman hits a ground ball to the second baseman who makes the put-out at first base. What should the first baseman do the moment he makes the put-out? Why?
12. Runner on third base, the batsman hits a ground ball to the first baseman, the runner attempts to score but sees that he is caught by the throw to the catcher and starts back toward third. What should the first baseman do?
13. Runner on first base, the pitcher by a quick throw catches him off the base, the runner starts for second. What should the first baseman do?
14. A batsman hits a long drive along the right-field line. What should the second baseman do? Why is this act so important?
15. Runners on first and third bases. What types of double steals must the second baseman look for?
16. The pitcher catches a runner off first base. What are the duties of the second baseman?
17. Runners on first and second bases, the situation prompts a bunt. What are the duties of the shortstop?
18. When does the shortstop give instructions to other players?
19. Runners on second and third bases, the batsman hits a fly ball to left field. What does the shortstop do?
20. Why should the shortstop catch all fly balls possible for him to catch on balls hit back of the third baseman?
21. Runner on first base, the batsman singles to right field, the throw comes toward third. What should the third baseman do?
22. Runners on first and second bases, none out, the batsman hits a ground ball to the third baseman. How should he start his attempted double play?
23. What should an infielder do if after a run-up play he finds two base-runners on the same base bag at the same time?
24. What should outfielders and infielders always remember in regard to the first throw of a relay?
25. What should an outfielder do if with runners on bases he catches a fly ball near the infield?
26. Why should an outfielder bounce his throws to the bases?
27. True or False:
 - a. Infielders should allow the catcher to catch fly balls which they themselves could catch.
 - b. Infielders should always watch outfielders make their plays.
 - c. Infielders should never watch base-runners.
 - d. A catcher should attempt to catch a runner off first base with first and second bases occupied.
 - e. Infielders should try for a possible force play on a fumbled ball.
 - f. Infielders should allow their pitcher to catch all fly balls possible for him to handle.
 - g. Infielders should lift their heads before fielding a ground ball in order to see where the runner or runners might be.
 - h. Pitcher should never back up his catcher.
 - i. Outfielders should always field ground and fly balls in a throwing position.
 - j. First and third basemen should always see that the first and third base bags are on the base line and not in foul territory.
 - k. A batsman should be credited with a base-hit if after an infielder has had an opportunity to field a ground ball it hits the umpire.
 - l. A base-runner should always make an attempt to reach third base with two out.
 - m. A base-runner on third base should always make an attempt to score on a ground ball hit to the infield.
 - n. Runners on first and third bases, one out, the batsman hits an infield fly, the batter is out.
 - o. Runner on third attempts to steal home as the pitcher pitches, the catcher rushes up in front of the plate, catches the ball, tags the runner. The umpire sends batter to first and runner back to third.

BASEBALL QUIZ

By
Jack Coombs

Former major league pitcher (1906-1912, Philadelphia Athletics, Brooklyn Robins) and now Duke University baseball coach, Jack "Jack" Coombs has all the necessary background for a "professor of baseball." To his baseball classes in Duke's school of physical education Coombs gives written quizzes twice a term. This set of 50 questions comprises the material put together by Coombs and his solutions to the problems asked follow the last question. See pages 10 and 27.

- p. Two runs behind, two out, a runner on first base should make the attempt to steal second base.
- q. Runner on second base, one out, two runs behind, 9th inning, number three batsman singles sharply to left field, the runner should score.
28. How would you play your infield if your team is on the defense in the following situations?
- 1st inning, three men on bases, no outs, no score.
 - 9th inning, three men on bases, one run ahead, one out, fifth man in batting order at bat.
 - 7th inning runners on second and third bases, one out, one run ahead, eighth man in batting order at bat.
 - 5th inning, runners on first and third, one out, one run ahead, third man in batting order at bat.
 - 8th inning, runners on first and third, one out, score tied 4 to 4, ninth man in batting order at bat.
 - 3rd inning, runner on third, one out, no score, fourth man in batting order at bat.
 - 6th inning, runners on second and third, one out, one run ahead, you are the home team, fifth man in batting order at bat.
 - 4th inning, runner on third, no outs, no score, seventh man in batting order at bat.
 - 6th inning, three on, no outs, four runs ahead, fourth man in batting order at bat.
 - 9th inning, runner on third, no outs, score tied 1 to 1, third man in batting order at bat.
 - 2nd inning, runners on first and third, no outs, score tied 2 to 2, fourth man in batting order at bat.
29. Set up a time schedule for a game allowing twenty-five minutes of batting and ten minutes of fielding practice for each team. Game to be called at 3:30 p.m.
30. A coach made up the following batting order. If you do not agree with his line-up make your changes in a corrected batting order. If you think number 9 should bat number 1, place it as 1-9. If you think 6 should bat number 2, place it 2-6, etc.
1. Player short in stature, good bunter, very fast.
 2. Fair bunter, medium hitter, misses many strikes.
 3. Fair hitter, very fast, good base-runner.
 4. Heavy hitter, rather slow runner.
 5. Good batsman, excellent base-runner.
 6. Right field hitter, good bunter, good base-runner.
 7. Good hitter, probably best on squad.
 8. Heavy hitter, rather fast, good base-runner.
 9. Weak hitter.
- the first-base bag two or three steps before assuming his throwing position. The chances are that the pitcher would still have to hurry his throw from an off-balance position.
4. Place his mitt in front of the rolling ball to stop its speed and then with both mitt and bare hand pick it up in as near a throwing position as possible.
 5. A bunt with a runner on first base, a bunt with runners on first and second bases, a hard or slow hit ball to his pitcher, the cut-off man with a runner on second base after the batsman makes a base hit, the cut-off man with a runner on third base after the batsman hits a fly ball to the outfield, and a fly ball near the base lines which can be caught by the first or third basemen.
 6. The catcher attempts to tag the runner before catching the ball. He plays man then ball instead of ball then man.
 7. When opposing base-runners are not on a scoring-position base, that is second or third.
 8. If, before two are out, while first and second or first, second and third base are occupied, the batsman hits a fair fly ball, other than a line drive, that can be handled by an infielder. In such a case the umpire shall declare it an infield fly and the batsman is automatically out. Any attempt to bunt which results in a fair fly ball shall not be regarded as an infield fly.
 9. The infielder should run toward the base-runner and make his assist for the put-out at the base the runner left.
 10. The second baseman should run after the runner until he is over halfway to third base, throw the ball to the third baseman who runs him back toward second where the put-out should be made. The shortstop covers second base while the second baseman takes third base, the position left vacant by the third baseman, in case the runner escapes the run-up on second and breaks back to third base.
 11. As soon as he has made the put-out, the first baseman should rush into the diamond in order to stop any attempt on the part of the base-runner to score.
 12. The first baseman should, as soon as he has made his play to the catcher, protect home plate for a possible run-up play.
 13. If the runner sprints fast, the first baseman should throw the ball immediately to the shortstop covering second base and then protect the first-base bag for a possible run-up play. If, however, the runner moves slowly, the first baseman should run after him and throw the ball to the shortstop who in turn runs him back to first base where the put-out should be made. The second baseman protects second base in the first play and first base in the second play. The first baseman covers second base in the latter situation.
 14. The second baseman should go out for a possible relay. It is important because the right fielder is running very hard for the ball and will, in a great majority of cases, field it in a difficult throwing position.
 15. By the runner on first base, double steal where both runners start at the same time, delayed and plain steal where the runner on first stops just before reaching second.
 16. The second baseman should cover second if the runner breaks away from first base very fast. He should cover first base if the runner breaks away very slowly.

• ANSWERS •

1. Hard hit balls give a pitcher an opportunity to make forced plays but slow hit balls seldom do.
2. (a) Runner on first on a base hit to right field and with a runner on second base on a fly ball to the outfield. (b) A runner on third base on a fly ball to the outfield.
3. The pitcher should catch the ball at least two steps from the first-base bag, hit the bag if possible with his pivot foot and stop. Never over-run the bag. Hit it and stop, then quickly come into a throwing position. A runner may try to score from second or attempt to go from first to third on such a play. A runner could easily do this if the pitcher over-runs

(Concluded on page 27)

Sprinting

(Competition Pictures)

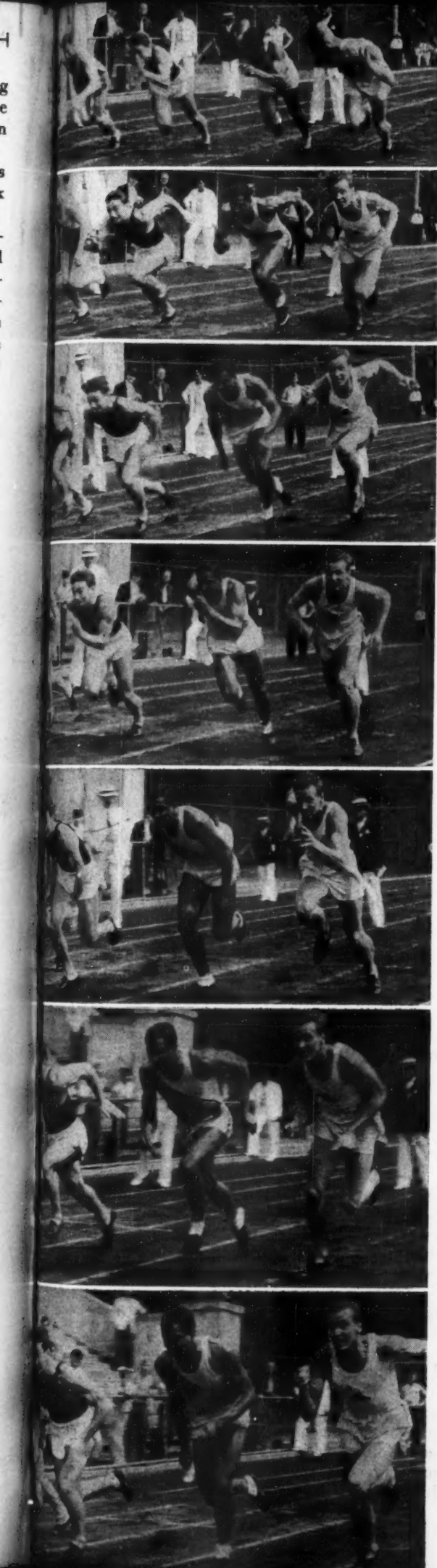
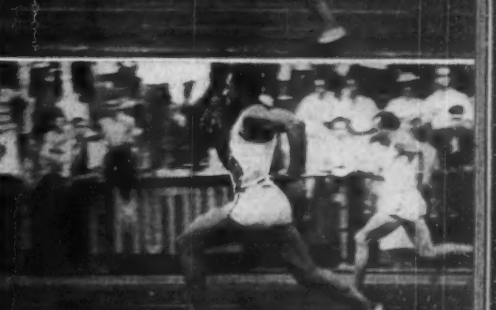
Left: The Pick-Up

OUT of their holes and on their way in the start of a heat of the National A.A.U. 100-meters championship at Princeton, N. J., July 4, 1936. Three of the country's fastest sprinters are seen in this heat; on the extreme right (in white) Robert Rodenkirchen, New York A.C.; next, Ralph Metcalfe, the Marquette and Olympic speedster; and on Metcalfe's right, Marty Glickman, Syracuse University. Rodenkirchen's faulty starting action is evidenced by the dipping of his head and the "wing-spread" of his arms. Note the short, digging steps and vigorous arm action characteristic of the pick-up when the runners attempt to reach their normal sprinting stride as quickly as possible after the gun without losing precious split seconds or breaking form.

Their body lean is excellent—all three sprinters avoiding the common fault of rising too quickly. The difficulty in the pick-up lies in adjusting the length of the stride. A long stride at the start will tend to slow down a man, while a series of chop steps will often burn up a sprinter's energy while accomplishing little. The last illustration shows the runners about to settle into their normal sprinting strides. Every detail of form by Metcalfe and Glickman caught by the camera in the strip of pictures covering their first four strides, is almost identical. Arm action, leg drive and body carriage are similar as the two sprinters match stride for stride.

Right: The Stride

RALPH METCALFE in full stride past the halfway mark running smoothly without any apparent effort. His excellent knee-lift and fully extended foreleg stretch permit him to get the maximum length out of every stride. His arms are swinging rhythmically and powerfully—the opposite arm coming forward with the opposite leg. There is no excessive kick-up of the rear foot. The runner in the far lane is showing signs of strain, as evident in the hunched position of his shoulders. The shoulder lift or "shrug" may cause a muscular tie-up. Metcalfe's shoulders are facing almost squarely forward and there is apparently no wasted movement at any point in the stride.



PREVENTION OF TRACK AND FIELD INJURIES

By Earl J. Thomson

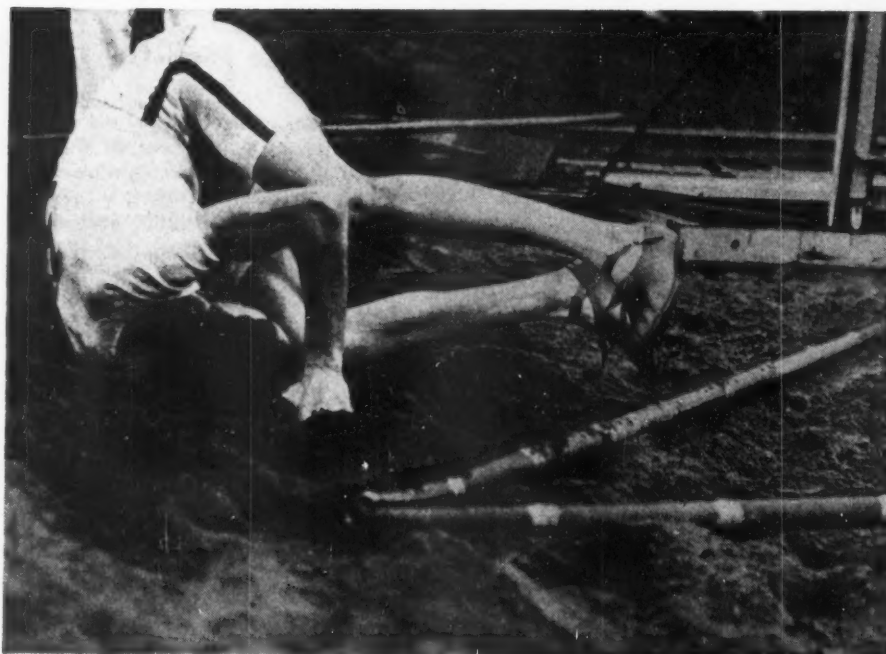
Earl J. Thomson is the famous Dartmouth hurdler and 1920 Olympic champion who is now track coach at the United States Naval Academy at Annapolis.

THE proper conditioning of the field and its equipment—the track, jumping pits, runways, circles for the weights, and special areas for the discus and javelin—is an important factor in aiding the athletes to attain and maintain their peak. All injuries, of course, can not be prevented but the coach owes it to his boys to see that all the material hazards of the sport are removed before any actual work is begun.

The coach should personally inspect sawdust pits to see that they are free of splinters, nails, or anything else that is likely to injure one of his boys. The runways should be level, smooth and well-drained—depressions in the track or runways are potential sources of sprains or breaks. All restraining circles should be drained and built high enough to prevent any possibility of puddles of water forming. Old vaulting poles are serious hazards and if possible should be replaced with a new supply each spring or scrupulously inspected for cracks. Disci, javelins and shoes must be in excellent condition. A scratch from a jagged discus edge may become infected and the best man lost to the squad.

Without exception a new shoe or a carefully rebuilt shoe is the best insurance against foot ailments. Blisters are often caused by poorly fitting shoes and when broken may become infected. Even if the broken blister does not become infected, the athlete may be kept out of practice until the wound is healed. At the close of each season the coach should go over the shoes, discard those hopelessly beyond repair and send to a good shoemaker those that can be mended and resoled. The shoes that are in good condition should be oiled and stored away in their proper place for the next season.

As the javelin and discus are dangerous to both spectators and competitors, the throwing areas should be well apart from the other events and if possible moved to an adjoining field. To safeguard against accidents, javelin throwers should make their throws in groups—every man making a throw before any one of them be permitted to recover his spear. Discus and javelin men should be impressed with the



"Old vaulting poles are serious hazards . . . should be scrupulously inspected for cracks."

dangers of their implements and it will still pay for the coach to keep an eye on them. Youth is careless. A coach can not afford to be.

Protecting the ankles

Athletes with weak wrists or ankles should have them bandaged early in the season for support. Vaulters are very susceptible to turned ankles and it may be a wise practice to always bandage their ankles before a practice session or a meet. The broad jumping and vaulting pits should be mixed with sand and sawdust to insure a softer landing for the athletes.

Hurdlers might do their early practicing on the grass and over the new practice hurdle developed by Harry Hillman, Dartmouth coach. (See page 29, January SCHOLASTIC COACH.)

A javelin thrower should throw his hardest no more than twice a week. "Javelin elbow" is a condition that results when the athlete is depending too much on his arm in throwing for distance.

Ringworm, athlete's foot and boils are caused mostly by infectious agents. Clean supporters, shirts, socks, etc., tend to safeguard against these ailments. Shower baths should be cleaned every few days and a medical agent should be kept handy for athletes who have athlete's foot. Dressing room floors should be kept clean and the boys should be advised to do as little

barefoot walking as possible in the locker room.

First aid

Every coach should have a medical kit close at hand at all times so that he may—if no team doctor is available—render first aid to any injured boys. The school physician may fix up a list of medical necessities or complete kits may be purchased from one of the many athletic companies who carry such a line at reasonable prices. All scratches, bruises and wounds should be given immediate attention. Several large dispensers of medical supplies have charts on first aid and bandaging which can be hung in the locker room.

Shower after exercise

The shower after exercise is an important feature of the training period. Track men—and most athletes for that matter—must have loose, pliable muscles. Massage and warmth will help keep them that way. The shower should be a warm one and not for any length of time. The athlete should clean off quickly and just before stepping from underneath the shower should turn on the cold water so that the water is just a little colder than the atmosphere in the locker room or on the outside—closing the pores. Cold showers, especially in the morning, are not recommended for the athlete.

PRACTICE SCHEDULE FOR TRACK MEN

By Dan O. Root

Program at Yreka, Calif., High School
outlines daily pre-season workouts

Dan O. Root, head of athletics and physical education of Yreka, Calif., High School, has been using the following training schedule for the past several years. The schedule is based on a program calling for Saturday meets. Mr. Root submits it, he says, for the benefit of coaches just starting in the profession and for those experienced coaches who have not as yet taken the time to work out a complete schedule for their boys.

This schedule is for candidates who are in good physical shape. Those who have been athletically inactive all winter should spend at least ten days in doing only limbering, jogging and starting. Basketball players should be given a complete athletic lay-off of at least two weeks.

From ten to fifteen minutes should be taken for the limbering-up exercises. These should include knee bends, lying on the back and pedaling, prancing, bringing the knees up high with each step while running in one spot, the spread hop, bending and twisting the body, and touching the ground with both hands without bending the knees. In addition to these exercises the hurdlers should practice the split and relay men should practice passing the baton from five to eight times daily, besides their regular relay distance workouts.

Jogging is good for the development of the legs, the wind and the stride. The schedule should take into account individual differences, and the items on the schedule should be practiced in the order in which they are listed. A reasonable amount of rest should be taken between each activity. Where it says to run with no pressure, particular attention should be paid to the starts, the stride and the finish, but the runner should not bear down as though in actual competition. If a boy is in two or more events, it is better to follow the training schedule for the longer event.

On days of track meets, the limbering-up exercises should be done with just enough jogging so that the athlete will feel thoroughly warmed up.

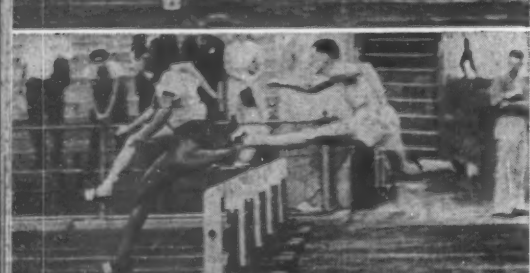
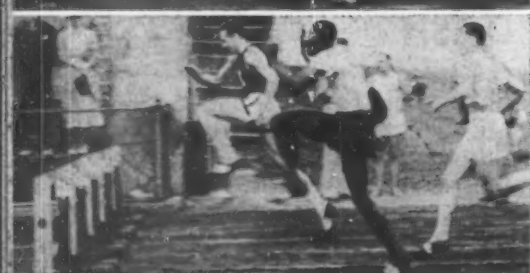
In the field events, in addition to the limbering-up exercises, push-ups should be practiced. If the athlete is only competing in field events, from ten to fifteen trials in each event is sufficient for a day. If he is also entered in track events, five or six trials daily are enough. On Fridays there should be very light, or possibly no, workouts. The athletes should strive for the best marks on Tuesdays and on

100-YARD DASH	
Monday	—Limber up—Jog 880—Run 100, no pressure.
Tuesday	—Limber up—Jog 440—Practice starts—Run 100 for time.
Wednesday	—Limber up—Jog 880—Practice starts—Run 100, no pressure.
Thursday	—Limber up—Jog 440—Practice starts—Run 100, no pressure.
Friday	—Limber up—Jog 220—Practice starts—Run 100, no pressure.
220-YARD DASH	
Monday	—Limber up—Jog 1320—Run 220, no pressure.
Tuesday	—Limber up—Jog 440—Practice starts—Run 220 for time.
Wednesday	—Limber up—Jog 1320—Practice starts—Run 220, no pressure.
Thursday	—Limber up—Jog 880—Practice starts—Run 220, no pressure.
Friday	—Limber up—Jog 440—Practice starts—Run 220, no pressure.
440-YARD RUN	
Monday	—Limber up—Jog mile—Run 440, no pressure.
Tuesday	—Limber up—Jog 880—Practice starts—Run 440 for time.
Wednesday	—Limber up—Jog mile—Practice starts—Run 440, no pressure.
Thursday	—Limber up—Jog 1320—Practice starts—Run 440, no pressure.
Friday	—Limber up—Jog 880—Run 440, no pressure.
Note: In running the 440, sprint about 200 yards, coast about 150 yards, and sprint to the finish. As the season progresses cut down the "coasting" distance as much as possible.	
880-YARD RUN	
Monday	—Limber up—Jog mile—Run 880, no pressure.
Tuesday	—Limber up—Jog 1320—Practice starts—Run 880 for time.
Wednesday	—Limber up—Jog mile—Run 880, no pressure—Sprint 100.
Thursday	—Limber up—Jog 1320—Run 880, no pressure—Sprint 220.
Friday	—Limber up—Jog 1320—Practice starts—Run 880, no pressure.
MILE RUN	
Monday	—Limber up—Jog 1½ miles—Practice starts.
Tuesday	—Limber up—Jog mile—Run mile for time.
Wednesday	—Limber up—Jog 2 miles—Sprint 220.
Thursday	—Limber up—Jog mile—Run mile, no pressure—Sprint 100.
Friday	—Limber up—Practice starts—Run mile, no pressure.
120-YARD HIGH HURDLES	
Monday	—Limber up—Jog 880—Run full flight of hurdles, no pressure.
Tuesday	—Limber up—Practice starts—Run hurdles for time.
Wednesday	—Limber up—Jog 880—Practice starts—Run 5 hurdles—Sprint 100.
Thursday	—Limber up—Jog 440—Practice starts—Run 5 hurdles—Sprint 100.
Friday	—Limber up—Run 220—Practice starts—Run 5 hurdles for form.
220-YARD LOW HURDLES	
Monday	—Limber up—Jog 1320—Run full flight of hurdles, no pressure.
Tuesday	—Limber up—Practice starts—Run hurdles for time.
Wednesday	—Limber up—Jog 1320—Practice starts—Run 5 hurdles—Sprint 220.
Thursday	—Limber up—Jog 880—Practice starts—Run 5 hurdles—Sprint 220.
Friday	—Limber up—Run 440—Practice starts—Run 5 hurdles for form.

the remaining days work on form. All field men should jog an 880 on Mondays and Thursdays. Pole vaulters and broad jumpers should sprint 100 yards twice a week, preferably on Wednesdays and Fridays.

During a meet, the athlete should

avoid conversation with well-wishers and conserve all his energy between races, jumps or throws by keeping off his feet. The coach should attempt to keep the men as close together as possible on the field when not in competition in order to stimulate team spirit.



STIMULUS FOR TRACK

By Victor N. Hodge

Victor N. Hodge outlines a program for stimulating interest in track and field in the high schools, based on his own experiences as a track coach in the San Bernardino, California, public schools.

WHILE track and field is fast coming into its own as a high school sport, it still hasn't entirely captured the imagination of the student body as a result of its long incubation in the minor sport class. Team sports have always overshadowed individual sports, and though the results of track meets are decided by team scores, the emphasis—with the exception of the relays—is almost entirely on individual effort.

In track and field, as in every other sport, the coach plays a major role in arousing and maintaining student interest. He must be a cheerful leader, earnest and sincere in his work and a reasonable but firm disciplinarian. The success of both the coach and the team will hinge upon his ability to select events best suited to the individual boy; his knowledge, judgment and method of teaching form; his supervision of the daily workouts in order to see that each boy is getting enough and not too much work; his knowledge of training methods with reference to massage, diet, etc.; and his handling of the team before and during competition. If he is a former competitor himself and firmly convinced of the advantages that track has to offer all participants, this will undoubtedly contribute to his success.

It may be a wise practice for the coach to call a meeting of all boys interested in track and field weeks in advance of the regular season. At

this meeting the coach can speak personally to all those candidates whom he had marked as likely material in the gymnasium classes. In an informal address at this first gathering of novices, he may explain how track and field differs from other team sports. In the other team sports, an individual can let down but still be carried along by the team. In track and field competition, on the other hand, the individual is strictly on his own—he must take all the credit and shoulder all the blame. Therefore, it is the boy's individual responsibility to train properly both off and on the track. The fact that the boy who places in an event is awarded a trophy that is permanently his can also be utilized as a factor in arousing enthusiasm for the sport.

Big, husky boys are seldom interested in reporting for track unless they are approached personally. Usually they are not gifted with speed afoot and have had little opportunity to dabble at the field events. As a result they lean more toward football for their extra-curricular activity. They prefer a bodily-contact sport because it's more fun, and a game in which the team spirit is strong. By contrast track work, to them, is tedious. Once these boys can be persuaded to report for track, it is very likely that their attention can be attracted to some heretofore untried field event. The weight events are ideally fitted for well-developed boys and with time they may develop a natural pride at throwing weights in which smaller boys are handicapped.

Success psychology

It is a good plan for the coach to set a reasonable goal for each candidate to achieve every week of competition. If a boy can put the shot 44 feet, then suggest that he try for 44 feet, 6 inches at the next meet. After the new mark is accomplished, set the goal still further ahead. By allowing him to succeed, the coach may develop a success psychology—without it a track man can seldom achieve an outstanding record.

In endeavoring to build a large and enthusiastic track team, do not wait until spring before beginning practice. The best time to start is shortly after school opens in the fall. Sophomores should be contacted and encouraged to participate in track and field sports. Usually they are too light for other sports and welcome the

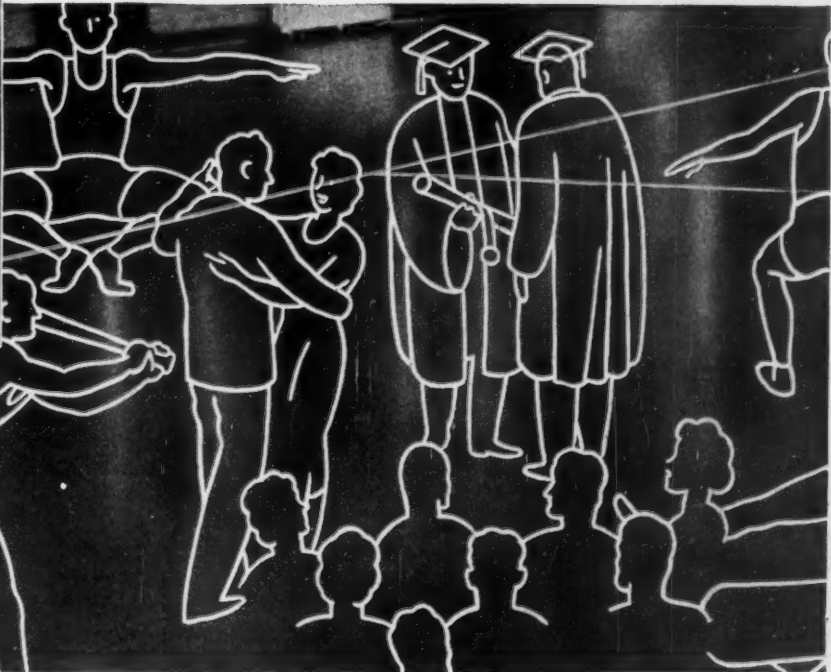
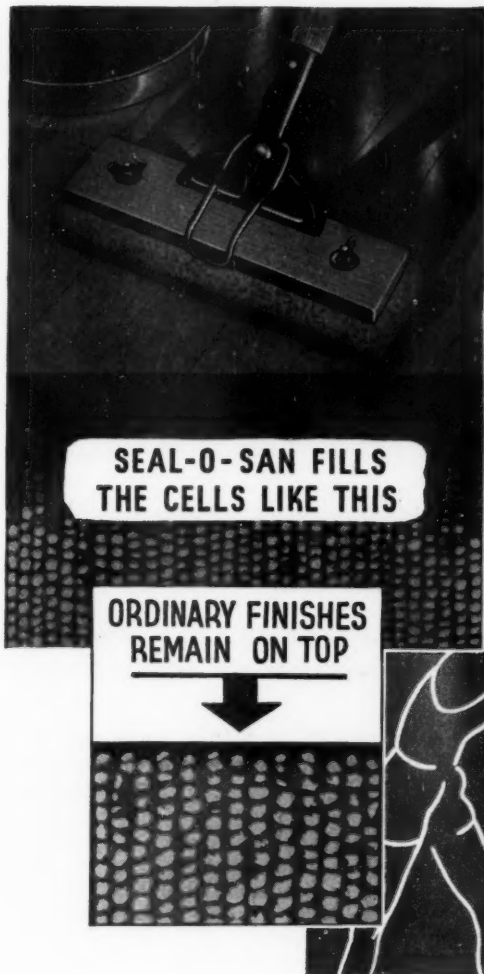
(Concluded on page 26)

TAKING A LOW HURDLE

(Competition Pictures)

Sequence from a motion picture film of the third heat of the national A.A.U. championship 200-meters at Princeton, N. J., July 4, 1936. The hurdlers are seen going over the first hurdle. The reader will note at once the remarkable circumstance of two of the hurdlers taking off simultaneously, with the Negro about a foot further away from the hurdle than the lead hurdler; but the Negro, with a magnificent layout and the narrowest of clearance, is the first to return to the track. Here, graphically illustrated in actual competition, is an object lesson in hurdling's first principle of form and efficiency. Let us take up the fine points of this Negro's excellent form. (His identity is unknown—Ed.). In clearing the hurdle the body from the waist up is not dipped as form prescribes in the high hurdle but maintains the normal body lean employed in sprinting. There is no excess height as he skims over the barrier. He hits the ground on the ball of his foot in perfect position to pick up in full stride.

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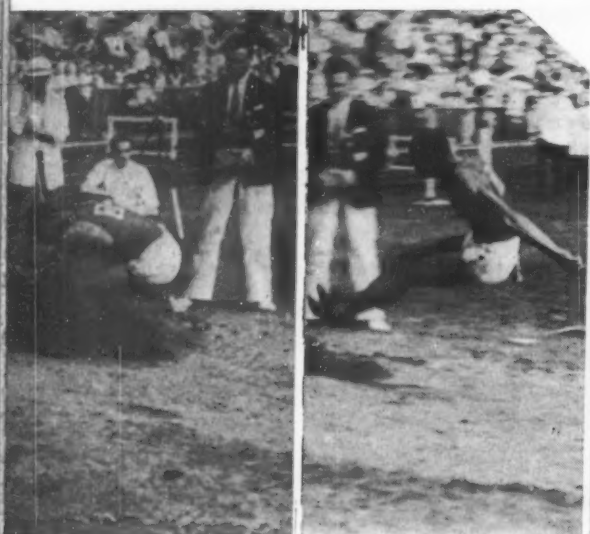
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JUMPING JESSE

By Larry Snyder

The world's record holder and Olympic hero achieves near-perfection in jumping form

The above pictures of Jesse Owens were taken at Princeton last July 4 and show him winning the National A.A.U. broad-jumping championship with a leap of 26 feet, 3 inches—just 5/4 inches short of his world's record. Besides holding three 1936 Olympic titles, Owens is also world's record holder in the 100- and 220-yard dashes, the 200-meters dash, the broad jump, and the 220-yards and 200-meters low hurdles. Last year, in the March Scholastic Coach, Owens' coach, Larry Snyder of Ohio State University, contributed an article on Owens' training methods. This time, Snyder—who accompanied Owens to both the Olympic tryouts and Berlin—describes Owens' broad-jumping form.

FOR purposes of discussing technique, the broad jump is usually divided into four phases: (1) the approach, which is for the purpose of gaining maximum velocity; (2) the take-off, which projects the jumper into the air; (3) the flight through the air; and (4) the landing. As the jumper must cover from 60 to 90 feet at maximum speed in his approach to the take-off board, it is my belief that no jumper in big competition should begin practicing this event until his legs are in condition to carry him full speed for 100 yards without tiring. Fatigue in the approach may hurt the spring at the take-off. Jesse Owens never broad-jumped until he had a full month of conditioning work. His pre-season training consisted of striding and easy hopping.

The approach

Owens starts his rather long run 107 feet from the far edge of the take-off board from a regular crouch start, taking the first stride with his right foot. In the first illustration (No. 1), the camera caught him in an awkward position during the first few strides while his center of gravity was moving across the right foot.

Nos. 2 and 3 show him moving at full speed. The left (forward) foot is directly

below his left knee in No. 2. In No. 3 the left foot is swung forward to complete the full stride. Many jumpers lose this portion of the stride by coming down to the track from the No. 2 position.

The take-off

The left foot is down on the take-off board and his body is moving forward to a position over the left or jumping foot in No. 4. When the body is directly above the left foot, the heel stamps down on the board for the start of the jump. This is the first movement that differs from an ordinary running stride. Note that Owens is using every inch of the take-off board. While the shadow may give the impression that he has fouled, the jump was perfectly legal.

In No. 5 his body has moved forward so that the center of gravity is well ahead of the jumping foot. The right leg is driving up with the final drive being applied from the toe of the left foot. His arms are pumping harder than while running. The take-off is from a 45 degree angle, the optimum angle requiring the least energy and giving the greatest distance.

The flight

He is literally running on air in No. 6. The left foot is just starting to move forward while the right leg is about to come back. The body is still erect and the arms are extended instead of being hooked as at the take-off board (No. 4), but still working in the same manner (left arm forward when the right leg is forward). He is still gaining altitude in No. 7. The left leg is passing the right on the way forward.

No. 8 shows Owens at the peak of his jump. He has just completed another full stride in the air and his jumping leg is now leading. The left arm is whipped

back to keep the body erect and perfectly balanced. If a straight line were drawn from the ground to a point slightly above the waist, the center of gravity would measure approximately 6.25 feet, proving that in order to jump far a jumper must be able to jump fairly high.

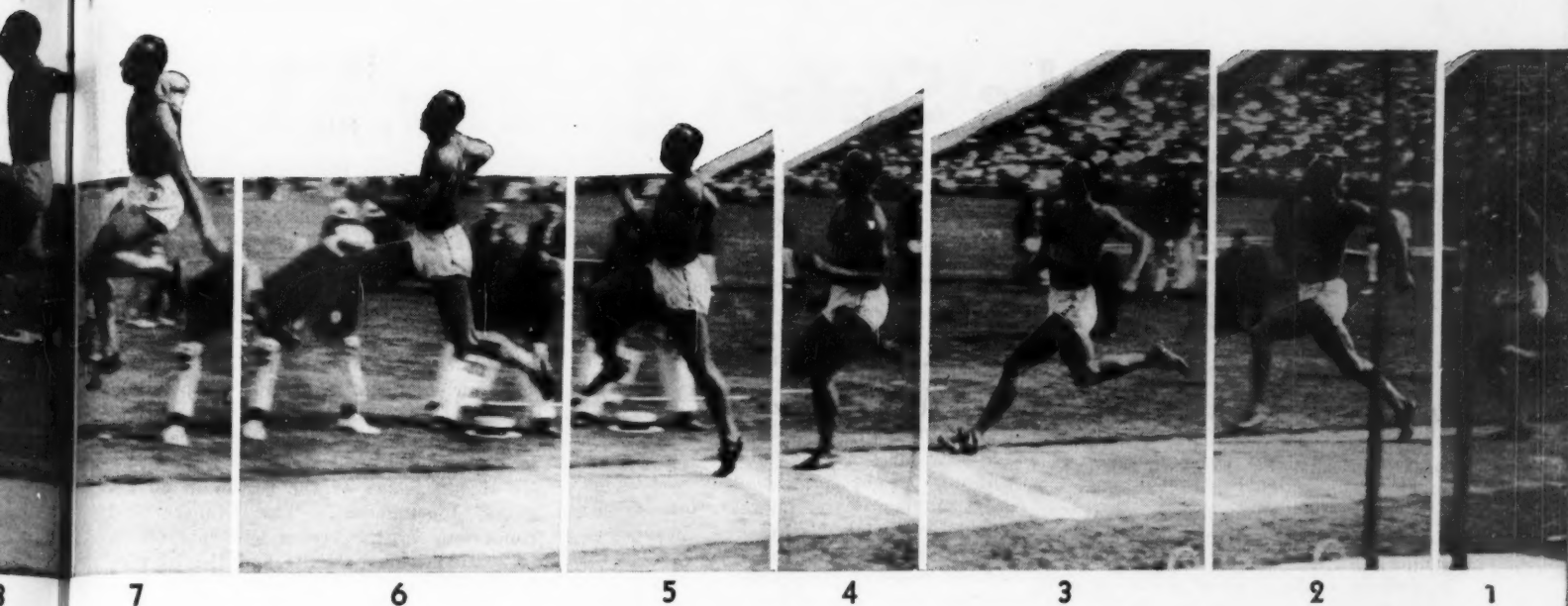
The objection has been made to the hitch-kick style of jumping (as demonstrated by Owens) that running movements with the legs are useless when made in free air, as the legs cannot develop resistance enough against air to cause any appreciable change in the force of projection.

Owens is applying all his efforts in No. 9 to achieve a sitting position in the air. Both feet are brought up as high as possible and both arms are pushed well forward. In No. 10 the sitting position has been achieved. The legs and arms are stretched forward and almost parallel to the ground. The body is bent from the waist up and the head is up.

The landing

The arms are starting to drive the upper body forward in No. 11 so that the jumper will fall forward instead of backward when his feet hit the pit. Note the complete relaxation achieved in the sit-down. No. 12, still in flight but ready for a perfect landing. The right arm is further back, the back has straightened up and is parallel to the take-off board. There is no turn or twist. The legs are fully stretched forward and both feet are about to land simultaneously giving the jumper every possible inch of distance.

A perfect landing in No. 13. The bend is from the knees, the body coming forward and the bulk of the weight shifting ahead of the feet, preventing the jumper from falling backward. Note how the arms have snapped forward to assist in getting the body weight across the center of gravity.



WE HAD A GOOD SEASON

Sterling Geesman

No interscholastic championship was won, but 90 percent of the boys were in action

WE have just completed our most successful basketball season. Instead of having a "fighting varsity" that played 14 or 15 interschool games with 10 or 12 boys taking part, we had 61 intramural games with 67 boys participating, plus 7 additional interschool games in which the best players from the intramural teams had a chance to test their ability against boys from other schools.

Our experience has lead us to believe that this program is both popular with the students and fundamentally sound from the educational standpoint. The motto "Athletics for All" has ceased to be a myth and has become a reality, and competitive activity is assured for all boys—not a few athletes.

It has taken us six seasons of experimentation to discover and perfect a program that adequately and successfully serves the needs of our school and its population of seventy and some boys.

The first season we were members of a league in which a boys and a girls game were played each Friday night. The season was successful both in games won and in financial return, but we felt there was something lacking and not altogether satisfactory in our program.

The next season we withdrew from the league and played a free lance schedule with a boys and girls game each Friday night. This was not any more satisfactory; if anything, less so, because there seemed a certain interest lacking for both players and spectators.

The third season we organized a junior varsity boys team and played two boys games each Friday night and a girls game one afternoon during the week. True, we had more boys playing but we still felt that there was something lacking in our program.

One afternoon during the early part of the fourth season we were not having any varsity practice but the gym was filled with boys dribbling, shooting, and even playing a scrub game. This same thing had happened on previous afternoons on which the varsity had a day off. Thinking it over that evening, I came to the conclusion that the regular physical education classes did not satisfy their own needs; while the classes functioned mainly in developing skills, knowledges, appreciations, and desires connected with physical activities, they did not provide sufficient opportunity to put the things taught into enjoyable practice. Thus our first intramural league was formed. Enough boys were interested to form four teams. A double round-robin schedule was played with one game each afternoon before varsity practice, the varsity players acting as coaches and officials. The first game had hardly been played before more boys wanted to join a team and the program was a success from the beginning.

The next fall, long before the basketball season, boys began to ask if we were going to have another intramural league. This time there were enough boys wanting to play to form six teams. They were very evenly matched and with only three games left to be played, four of the teams were still in the running for the championship. The winners challenged the junior varsity and lost by only a few points. Students began to form the habit of dropping into the gym after school and watching the games. As attendance and interest at the intramural games increased, it correspondingly dropped at the varsity games. Some of the varsity players even wished that they were playing in the intramural games because the intramural games were not organized to the point where any of the fun was taken out of them, whereas varsity basketball, although both work and play, is specifically controlled and directed

along predetermined lines. In short, interest shown by the whole student body in the intramural games so overshadowed the varsity games that at the monthly meeting of the Letter Men's Club following the season, the boys themselves voted to replace varsity basketball with an intramural program with the provision that we still play a few interschool games with rivals of long standing and choose the team to represent the school from the best players in the intramural league.

This season, with that in mind, a meeting was called to which all the boys in school were invited and those who wanted to play signed their names to the roll. Other boys who were interested but who were prohibited from playing because of doctor's orders were allowed to act as team managers and take care of the scoring and timekeeping. Any eligibility rules that would keep boys from playing were avoided and instead standards of conduct were set up. In this way, more than 90 percent of the boys in school were enrolled in our intramural program.

Eight boys with marked ability of leadership as well as ability as players were appointed captains. Realizing that a successful intramural program depends upon equality between competing teams, an effort was made to divide the teams as evenly as possible. This was done by having the captains draw lots for order of choice in selecting their players. The captain having first preference chose a player and crossed this player's name from the list. The other captains followed in order until it came the turn of the eighth captain who chose two players. The order was then reversed as each captain chose his second player, until it again came the choice of the first captain, who chose two players. This method of selection was followed until all were chosen, giving each

(Continued on page 25)

From the States

This department includes correspondence from state high school coaches associations and state high school athletic associations. All associations are invited to participate.

Kentucky

Flood hurts basketball

AS many large high schools are located along the Kentucky banks of the Ohio River, the great flood of 1937 wreaked considerable havoc to some excellent basketball teams in its descent upon the state. The flood ruined many fine gymnasiums and rendered inactive for at least three weeks some of the outstanding teams in the state. The schools along the river were not the only ones affected, however, because it was necessary for cities further back in the state to house hundreds of refugees in their schools, churches and gymnasiums.

As a result basketball activity was at a standstill in a large number of the state high schools—Paducah, Louisville Male, Louisville St. Xavier, Louisville Manual, Carrolton, Newport, Dayton, Maysville, Ashland—from the 22nd of January to the second week in February. The last two weeks in February hardly gave these schools enough time to readjust themselves and prepare for the marathon state tournament which started with the district tourneys on March 5 and 6 and will be followed by the regionals and state finals. The tournament set-up in this state consists of 64 districts, 16 regionals, and the state finals.

There is no classification such as A or B. The winners and runners-up in the district tournaments are eligible for the regionals, each regional tournament consisting of eight teams with the winners qualifying for the state finals at Lexington, usually played on three successive days starting with a Thursday. The outstanding teams at present appear to be Benham, Hazard, Midway, Paris, Inez, Louisville St. Xavier, and Ashland. Midway is undefeated and the favorite for the state crown.

Pass district delegate plan

The proposal to transact all business of the Athletic Assn. at the annual meetings by district delegates instead of by delegates from member schools—heretofore the practice—received the needed two-thirds majority vote by member schools of the Association. The district delegates, one from each district, are to be elected by member schools in that district at, or just prior to, the district tournament. It is the writer's opinion that the adoption of this proposal will increase the efficiency of the state organization.

So far no one has been appointed to fill the vacancy left by Paul Jenkins, former secretary-treasurer of the Coaches Assn., whose term expired.

WILLIAM J. FOSTER,
Kentucky H. S. Coaches Assn.,
Newport, Ky.

Wisconsin

Coaches' clinic

THE Coaches Assn. will hold their annual clinic at Madison in conjunction with the state high school basketball tournament on March 25 and 26. Clyde Knapp, athletic director of Wisconsin High School, will be in charge of the clinic. The University of Wisconsin coaches will appear on the program and the election of officers, the selection of a site to hold the summer clinic and other business will be taken up at this time.

Organized three years ago, the Coaches Assn. now has a paid membership of 309. Clinics are conducted at the state basketball tournament, the state track meet and during the state teachers convention in Milwaukee. District and local clinics are held by the various high schools in the state. Discussion on major and minor sports rules and talks by outstanding coaches tend to make the clinics interesting and instructive.

L. A. ERICKSON,
Wisc. H. S. Coaches Assn.,
Milwaukee, Wisc.

Idaho

Items of interest

IN an effort to decrease the number of protests which are annually submitted, the Board of Control of the Interscholastic Activities Assn. has ruled that all members of the Association must file in the state office a master eligibility list for each sport season.

The state basketball tournament will be held in Moscow on March 18, 19 and 20. Ted Bank, University of Idaho football coach, will handle the details.

A medley relay was added to the program of events for the state track meet on May 14 or 15 at Boise.

Only 15 percent of the Association members feature boxing and wrestling on their athletic programs. One district will conduct a boxing and wrestling tournament. While the Boise Y.M.C.A. has sponsored a state tournament in these sports in the past, few schools have submitted entries.

Participation in tennis and golf is being encouraged as a district activity by the Board of Control. Over twenty-five schools are expected to be represented at the state invitational tennis tournament that will be held in Boise in conjunction with the state track meet.

Activities centralized

All inter-school activities have been further centralized during the past year to the advantage of both the activities and the member schools. The Association employs a part time secretary.

E. F. GRIDER,
Idaho H. S. Intersch. Activities Assn.,
Boise, Idaho

Illinois

862 schools in tourneys

IN the series of state basketball tournaments which lead up to the state finals on March 20, 862 member schools submitted entries. These schools were grouped in regions, each consisting of approximately 14 teams. Each team was rated by the other schools in the region and the six teams which were rated strongest were passed directly into the regional tournaments while the other teams competed in a district tournament. The winners and runners-up of the districts won the right to compete the next week with the other six strong teams of the region in 60 regional tournaments. The winners and runners-up of the region will compete in 16 sectional tournaments and the 16 winners will qualify for the state finals. For the first time, the Chicago City champion will be permitted to compete in the state finals without playing in a sectional tournament.

Swim finals under old rules

The state championship swimming meet was run off smoothly in the New Trier Township High School pool, one of the finest in the country. Unfortunately the 1937 official intercollegiate-interscholastic swimming guide containing the new rules was not issued in time to permit coaches to properly drill their teams in accordance with the new rules. As a result, the meet was conducted under the 1936 rules. While there may be sound financial reasons why the swimming guide can not be issued until after Jan. 1, it is certainly a handicap to high school coaches who organize their swimming work at the beginning of the school year in September. A petition will be made to the Swimming Rules Committee to see if it is possible for the book to be published at the beginning of the school year. If it is not feasible to publish the N.C.A.A. edition of the book at that time, the proper solution might be to publish a special interscholastic edition of the guide.

H. V. PORTER,
Illinois H. S. Athletic Assn.,
Chicago, Ill.

West Virginia

Wheeling wins 30 straight

AS a result of a long 30-game winning streak, Wheeling High School, defending state champions, is still generally accepted as the top high school basketball team of the state. Their most important victory of the season was won against Bridgeport, Ohio, before 2,500 fans who crowded into the spacious Madison Jr. High gymnasium to see the battle of unbeaten giants—Wheeling, possessing a string of 28 consecutive wins covering a period of two years, and Bridgeport with 13 straight victories. Wheeling won the game, 48 to 47, which carried over into an extra period.

At a meeting of the Board of Appeals, executive body of the Athletic Assn., it

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was definitely decided to hold the twenty-fourth annual state championship basketball tourney at the W. Va. Wesleyan College gymnasium, Buckhannon, W. Va.—scene of all previous state finals—on March 19 and 20.

D. Paul Camilletti, Wheeling, and John Gott, Bluefield, were selected by the Board as the officials for the state finals. This arrangement provided for one official from the northern part of the state (Camilletti), and one from the southern part of the state (Gott). Camilletti last worked a state tourney in 1933, and Gott in 1935. Some schools favored the hiring of out-of-state officials for the finals because of the criticism that officials tended to be unfair in their decisions due to pressure brought on by sectionalism. This criticism was undeserved as only the highest ranking officials were hired for these tourneys and their officiating had little to do with the outcome of the games they worked.

MAURICE J. LANDERS,
W. Va. H. S. Athletic Assn.,
Wheeling, W. Va.

Missouri

All-state track awards

THIS year the University of Missouri will again offer their annual awards to the state's outstanding high school track performers. The regulations for this award are as follows: (1) The marks listed below must be equaled or beaten in dual, district or state meets. (2) Timing must be done with two stopwatches. (3) All records or marks must be certified by the coach and sent to C. G. Simpson, track coach of the University. The award will be mailed to the individual. (4) An individual may win only one award but may be entered in several events. (5) All correspondence in reference to awards should be addressed to Mr. Simpson.

STANDARDS FOR 1937

The standards for the awards this season follow:

100-Yard Dash	10.2s.
220-Yard Dash	22.5s.
440-Yard Dash	53s.
880-Yard Run	2m.05s.
Mile Run	4m.45s.
120-Yard (High) Hurdles	15.8s.
220-Yard (Low) Hurdles	24s.
Running High Jump	5ft.10in.
Running Broad Jump	21ft.5in.
Pole Vault	11ft.6in.
Discus Throw	115ft.
Javelin Throw	165ft.
12-Pound Shot Put	45ft.

Five inches have been added to last year's broad jumping standard of 21 ft. The coaches of the state, by a vote of almost 2 to 1, have expressed a desire to eliminate the javelin throw from meets this year.

Mineral Area relays

At the Mineral Area Coaches Assn. meeting in Farmington, the coaches decided to sponsor a Mineral Area relays in the Crystal City Stadium on April 17.

C. E. POTTER,
Missouri Coaches Assn.,
St. James, Mo.

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Zone Defense Symposium

(Continued from page 8)

all of the successful football coaches of today. No complaint is made about the zone defense in football, even though football is in dire need of more scoring. In football the same principles are employed against the forward pass as those employed in basketball. In both games each eligible man is entitled to his position on the field or on the court. Football has become basketballized and basketball has become footballized. They certainly are first cousins.

In the beginning as now, Dr. James Naismith, the father of basketball, has always made clear that each man is entitled to his position on the floor. This is a cardinal principle of the rules. How then can you outlaw a fundamental concept which is held by the majority of the basketball authorities of today?

No complaint should be made against either defense so long as there is no fundamental violation of the rules by the individual players.

There is a very definite and certain way to penetrate the zone defense as there is a scheme or plan to drive through a man-for-man defense. Better ball-handling, combined with other improved fundamentals plus a well-organized attack, will make any team look well coached, even though it may not win all of its games.

At Kansas we use a stratified transitional man-for-man defense with a zone principle. This defense, a stratum of zone and a stratum of man-for-man, is as easy as it sounds for the defense to understand. And the offense sometimes has difficulty in working its way through it.

Let's leave the rules alone for awhile and improve upon the individual and team play. This will result in better ball-handling, more action and more scoring. The spectators then will become doubly interested.

F. C. ALLEN

Stop Teaching Zone; Erase Center Line—Keogan

Mr. Keogan's statement consists of a digest of a speech he delivered at a basketball symposium last month in New York. The symposium was sponsored by the New York Herald Tribune.—Editor.

DURING a coaches' convention in Chicago several years ago, while sitting in the lobby of a hotel. I was invited up to a room where ten coaches were discussing a new 10-second rule which they intended to draft into the rules for the next year. They wanted my opinion of the proposed legislation. Looking around the room, I wasn't surprised to discover that nine of the ten coaches were confirmed advocates of the zone defense. I told the assembled coaches that if this bit of legislation would come to pass, it would prove the incubator by which the zone defense would rise to dominate the game. This is just what has happened.

The new rule was supposedly the rules committee's answer to the stalling tactics

that were threatening to rob the game of its speed and interest. But the term of stalling—invented by the sports writers—was applied to the wrong team. If a team is good enough to run up a five-point lead, it should be allowed to change its tactics and force the opponents to spread and come out for the ball. The original concept of defense as stated and still reiterated by Dr. James Naismith is to go out and get the ball if you lose it. If a zone defense refuses to come out, then they are the stalling team and not the team employing the deliberate type of offense, upon whom the newspapermen fastened the moniker of stallers. The 10-second rule made the game of basketball the only game where it commands the offense to move into the defense.

The zone defense is a subterfuge for many coaches who can't teach the man-for-man defense. A man can play a zone and never learn the principles of defense, the footwork, headwork, arm movements, and all the individual fundamentals of the man-to-man. The zone defense is the easiest type to teach and that's why these coaches teach it. It makes for a slow uninteresting game. There's nothing more beautiful to watch than a fine forward match his wiles against a fine guard, pitting all his offensive skill against the guard's defensive art. The zone defense takes much of the splendid individual effort and finish out of the game.

The claim has been made that the zone defense is an ideal alignment from which to employ the fast break after the opponents shoot. But this claim neglects to take into consideration the fact that the opponents must first shoot.

You'll never see Notre Dame using a zone defense. We'll knock any zone to shreds, for they can't shift faster than we can pass. It may all be an exhibition of long shooting, for sometimes that's the only way you can beat the zone. I firmly believe that a smart ball club always has an advantage over a team using the zone defense.

There are two simple solutions to the problem: first, coaches should quit teaching the zone and, second, the rules committee should take out the center line.

GEORGE KEOGAN

Encourages Team Work, Challenges Ability—Bunn

THE zone defense encourages team work in the same way that an organized offense builds team strength. It adds a desirable variety and spice to basketball which is dulled by too much sameness of play where, for instance, a man-for-man defense only is used. It really challenges the best athletic thinking to defeat it. It affords the opportunity of building a strong team with inferior material. It is the only defense that will permit unusual aggressiveness, daring and gambling on the part of individual players with impunity. It is subject to greater

flexibility than any other defense and thus encourages more initiative on the part of the players. The zone defense has done much to open up the game in that it has made possible greater freedom in developing a fast break offense.

It has given more coaches a headache when they have had to combat it than any other playing device in basketball. Typical of this statement is a comment by a very prominent university basketball coach: "We will play your team if you won't use a zone defense. I don't know how and haven't time to figure out a way to penetrate it."

The zone defense has not necessarily slowed up the game any more than any other defense, nor need it be a massed defense about the goal any more than any other, so that it has not itself caused a long shooting game. On the other hand it has been the one instrument that has successfully thwarted the pivot play and its attendant evils.

Some opponents of the zone say that the 3-second rule is its main pillar of support. They claim that with the pivot man forced to move out of the free-throw lane, the zone is relieved of its greatest anxiety. Speaking from the experience of my own team, I can say that use of the pivot play in any of its manifestations would not bother us one whit.

It is not the kind of defense a team plays that is important to the popularity of basketball, but rather the aggressiveness with which the defense is played. And I think coaches will admit that a man-to-man defense cannot afford to be too aggressive.

JOHN W. BUNN

Zone Is Defensive Blocking—Carlson

THE zone defense is detrimental to basketball because it is defensive blocking. Defense of a zone implies the last stand, or the spirit of "they shall not pass"—neither the ball nor their bodies. Any offensive man who invades a zone is something of a trespasser and though apparently an aggressive invader, he becomes in reality the target of a charge. Similar defensive blocking tactics killed a big professional basketball league and it could kill school and college ball. Any game thrives on a predominance of offensive features as noted by the popularity of offenses in football, baseball, boxing, tennis and other games. Offense represents the spirit of initiative, progress, and accomplishment. Defense represents the blocking of progress, and has as its chief asset the challenge for the offenses to become more efficient.

The efficient offense against the zone defense is generally less spectacular and less appealing to the spectators. The items of smartness and the application of the zone are not peculiarly the possession of any one coach or team. No one has a monopoly on all of the positive or negative, constructive or destructive, factors of basketball. Everybody contributes a little of the good and bad. It is the predominance of the aggregate good over the aggregate bad that has advanced our game.

The observation of the zone defense by



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this writer is that it is tending to make a slower and less interesting game for the spectators, and therefore it is an unhealthy influence. There are many gradations of this indictment. We must differentiate between passive or aggressive zone defenses. In the former they wait for you and crown you after you have ventured into the lion's den. That requires the long set shot. Against an active zone you can run past the fellow who comes out aggressively.

There have been some experiments on restricting territory for the defense, as has been inflicted upon the offense. One experiment called for a prolongation of the free-throw lines to both sidelines. The defensive men were not allowed in this restricted area unless there were offensive men there. This, in theory, prevented mass defenses beneath the basket. The operation of the proposal was not practical and was dropped. The projection of these lines recalled former extended free-throw lines which gave two shots for any fouls committed inside them.

The zone defense is only one form of the greatest menace to the progress of basketball, viz., defensive blocking. The use of defensive blocking has become more widespread. Its bad effect has been noted in the past. Let's keep offense as the dominant part of basketball.

H. C. CARLSON

Teach Aggressive Defenses—Edwards

THE increasing popularity of zone defenses, particularly among high schools, is being viewed with alarm by many persons connected with the game. This defense is not new and ordinarily is as easily penetrated as any other, but the 3-second restrictions in the free-throw area is said to rob the offense of one of its most potent weapons and makes a zone so effective that the welfare of the game will suffer. Such is the contention of the objectors.

My observation of team defensive play leads to the firm conviction that the *type* of team defense used is not so important as the *method* which is employed. Offensive action is reduced whenever the defense forms compactly near the goal regardless of whether the men are assigned to zones or to individual opponents. Conversely, action is increased when the defense spreads and plays aggressively.

Closely matched teams find it nearly impossible to penetrate effectively any bunched defense. Consequently, the one which obtains an edge in the score immediately places a premium on accuracy rather than speed, and adopts a passing attack intended to force a spread by the defense.

Zone defenses, then, will hurt the game if they insist on playing compactly. To some extent this also is true of deeply retreated man-for-man defenses. However, past experience has proved that a spread zone is not very effective and is seldom used, while man-for-man types are easily adjusted to a larger area. Where zone defenses are being used extensively there has been a decided trend to low scores—a feature most spectators dislike.

Coaches cannot be censured for utilizing any legal defensive tool which reduces scores by their opponents and if a zone type gives them this result its popularity will continue to spread. Outside pressure brought by the public and the press may cause some adaptation, but the most effective cure will be by rules changes. So far the zone defense has not forced a crisis in this territory, and until a larger number of slow moving games are played will this section voice demands for a change. It might be well, however, to try to read the future.

Coaches who insist on compact zones will be met by others with delayed attacks whenever the latter are ahead in the score. Many games will show a total of less than 30 points scored—a condition which will drive away the paying customers. If zone and man-to-man defenses will spread and play aggressively, we will have thrilling contests. And unless most of our games are of this type, the rules must be modified to cripple the defense and let the scores increase.

Many rules changes have been advanced to prevent a crisis developing in the present trouble. The most popular proposal seems to be to free the section of the free-throw circle nearest the center court from the 3-second restriction. (The section from the free-throw line to the arc.) It is contended that this modification will not permit the return of the old pivot-post play to its former effectiveness, but still will open a much needed scoring territory. One of my own pet plans is to enlarge the basket to 20 inches in diameter—a 2-inch increase—and thus encourage scoring from out in the court. A compact defense would then be forced to spread or take a licking.

In conclusion, the solution largely lies with the coaches. Are we going to teach aggressive or passive defenses? We know that the former will give us more interesting games, while the latter will kill interest. Unless we adopt an aggressive method, the game's legislators will pass measures to reward the aggressive defense.

GEORGE R. EDWARDS

Cancel 3-Second Rule Against Zone—Rupp

HERE in the South I have noticed a very definite trend toward the zone defense, especially in high school competition. Coaches who have never played in a zone defense or utilized one during their entire coaching careers have started to use it in the past two years. In college competition the zone defense has not been used so extensively although some of the smaller colleges are making use of this type of defense. It is my opinion that it makes for a slower game and one less interesting for the spectators.

Defense, in general, has improved throughout the South in the past several years and coupled with the increase in popularity of the zone defense and the small floors found in this section of the country has cut down the scoring considerably. I believe that the 3-second rule should be eliminated whenever a team is called upon to face an opponent using a

zone defense as a team can more successfully compete against such a type of defense with the restrictions on the use of the freethrow lane removed.

A. F. RUPP

Makes Game Dull, Lethargic—Holman


I HAVE frequently put myself on record as a strong opponent of the zone defense. Yet, despite my opposition to its existence, my teams at the College of the City of New York have been taught to use it when necessary. This superficial inconsistency is dictated by my conviction that it is the duty of a coach to teach his players that form of offense or defense, permitted under the rules, which they are best suited to employ. A coach's personal opinions on the harmful effect on basketball of a particular style of play should not be permitted to operate against the best interests of his team.

The zone has many advantages. A team finding their opponents too tall, too fast, too clever, or generally too good as individual players, can, by dropping back into a zone, disguise their lack of defensive ability. Once in the zone, the strain of individual defense is relieved and defensive responsibility more equally distributed. It no longer matters that the man with the ball is so tall, fast and shifty, for now there are five men bunched under the basket to take care of him. Furthermore, by thus effectively blockading the scoring area, the offensive team's speed and passing plays will lose much of their effectiveness, and they may find it more advantageous to rely upon their long set shot. Yes, it is a dull, lethargic form of basketball, but the score won't reflect it.


Perhaps it is time, however, to sit back and observe with detachment the effect of this style of defense upon the game as a whole. Is it really harmful and will it change the character of the game? I suppose that much depends upon what one seeks in athletic competition. If it be speed, artistry and color, I fear that the answer must be an affirmative one.

It has been my experience that both players and spectators enjoy those basketball games most which contain the fastest cutting and passing, or in other words, the greatest amount of action. This speed, or action, which gives so much zest to the game is very definitely curtailed by the use of the zone defense. Those colorful features—the lightning-fast cut, the deceptive dribble, the dazzling combination of cutting and passing with the culminating thrill of a lay-up shot—are clearly on the road to obsolescence under the rule of the zone. One doesn't use them to penetrate a zone. In its place we see the slow, plodding dribbler moving about outside the zone patiently awaiting the opening for his bounce pass to a teammate who has carefully maneuvered himself into an open position. Very much like chess or checkers, but is it basketball?

Several seasons ago the delayed offense arose to plague the basketball public. It delayed not only the offense but the progress of the game as well. The rules com-



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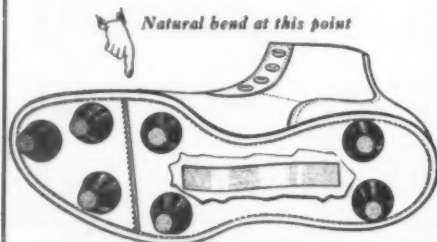
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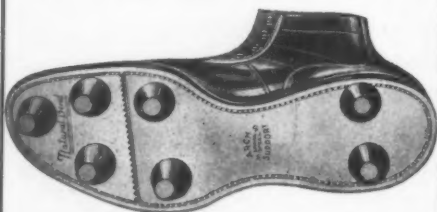
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mittie's answer was the 10-second rule, and the delayed offense died with it. Yet, the delayed offense was the most potent and effective weapon designed to defeat the zone defense. Having legislated it out of basketball primarily because it tended to rob the game of its speed and pace, is it not time that the same was done for a related offender?

Basketball is the spectator's game. Its recent tremendous growth in popularity is clear evidence of that. We must keep it a sport of action and color in order to retain the public's fancy. I, personally, am profoundly conscious of the harm the zone defense has done, and is doing, to the game and strongly advocate its abolition.

NAT HOLMAN

**Combination Defense
Is Developing—Dean**

THE contributions of the zone defense to the welfare of the game has long been a bone of contention.

The principle of the zone defense is not as sound as that of other defenses for it is more easily solved by clever passing and maneuvering.

However it is true that the zone defense has influenced the most popular defense of today by contributing to it a vital principle, the combination of the zone and the assigned man-to-man defense. The zone principle is applied to the assigned man-to-man defense in that the players shift freely and also slide to the strength of the ball. Defensive players on the opposite side of the floor from the ball loosen up in the same manner as they would in a zone proper. However they retain their man-to-man assignments and shift only when necessary. This is the popular type of defense in the Mid-west.

This type can be described as a group or mass defense. This defense does not hurt the game as much as the old zone defense because the offense can still drive, using either a pass-and-cut or a screening game. The zone defense proper discourages offensive drive and forces the offense to stress, in its place, a stationary passing game in which the offense attempts to move the ball faster than the defense can shift. Basketball audiences want plenty of action and it is generally agreed that the zone defense retards action once the players get set.

The 10-second rule was adopted partly to discourage stalling tactics and to loosen up massed defenses. Since the rule was incorporated, defenses have opened up and gone after the ball in a more aggressive manner. However, group or massed defenses can still force the offense out to the center line. The defense is morally obligated to press the offensive team since the latter is forced to cross the center line in ten seconds.

Many coaches thought the 3-second rule would bring back the popularity of the zone defense because of the restricted play in the free-throw lane. The zone was given another try because of this rule, but, I believe, was again found lacking in effectiveness as compared with other defenses.

EVERETT S. DEAN

**Little Wrong With It;
Crowd Liked It—Gullion**

WHAT is wrong with the zone defense in basketball? The continued walling of a group of coaches and their charge that the zone defense makes the game so uninteresting that it has caused a great decrease in the number of spectators at their games has become so loud that it must be given more than casual attention. Is it because they employ the screening type of offense which is not effective against the zone or modified zone defense? It has been my experience in the past five years to encounter not more than two pure zone defenses per year, but there has been a trend toward the use of combination man-to-man and zone defenses.

What is the reason for the increase in zone defenses? There is little doubt that rules changes have had an effect in changing the trend toward this style of defense. The center line and the 10-second rule made the offensive team confine its play to the offensive sector of the court and the 3-second rule placed some limitation upon the heart of the attack against the zone. Since all rules changes are an effort to obtain the proper balance between offense and defense, it is only natural that the balance will swing first to the offense then to the defense until good balance may be reached. However, the advantage of the zone at present is, in my opinion, so slight as to be negligible.

The effect on spectator interest is one that is extremely hard to measure, since the demand of spectators in the various sections of the country is so different. Some sections of the country demand an extremely rough brand of basketball while others want a strict interpretation of the rules with much scoring. During the first week in February my own team played two games of basketball, the first against Marshall College which employed a pure zone defense with an extremely fast breaking offense when they gained possession of the ball. Our spectators were extremely well pleased with this game and we had a number of calls during the few days following the game asking that we attempt to bring them back for a game next season. The other game was against a straight man-for-man team and brought about a similar response. The difference in the scores of the two games was two and three points. The thought occurred to me that spectators, while conscious of the various styles of offense and defense, are primarily interested in action skillfully executed by well-coached teams and, if the defense calls for long shooting, capable shots who can hit from the distances, or, if not skillful in that attack, scientifically coached in a system of attacking the zone defense which will make short shots possible.

In my estimation, there is little wrong with the use of the zone defense. It is a definite phase of basketball technique. It may be counteracted by a smart offensive team just as smoothly and expertly as the man-to-man defense may be. If the problem of the zone defense exists, coaching techniques will solve this problem in a very short while.

BLAIR GULLION

A Good Season

(Continued from page 17)

team eight players. This, we found, was the ideal number, because absences, sickness, and detention by teachers often reduced a team to just five players. Sometime during the day of selection, the captains met with their players and chose a name for their team.

Two separate round-robin schedules similar to the split season in baseball were played, with the winner of the first round playing the winner of the second a two-out-of-three game series for the championship. We found this best because some of the teams that did not hit their stride at the beginning instead of feeling hopelessly out of the running and losing interest, looked upon these games as preliminary practices with a chance of improving their team and of making another even start at the beginning of the second round.

The officiating was provided by the Approved Officials Club, which was organized along lines similar to the National Organization. Boys making applications to join were given lectures, quizzes and practical floor tests. Those who successfully passed had their names posted with the other approved officials. The two captains met several days before their scheduled game and agreed upon the two officials to handle their game. As a whole, the officiating was of a very high type.

The standings and box scores were printed in the local newspaper. Complete summarized individual and team statistics along with short articles on individual or team performances were posted on the gym bulletin board each week. These were of interest to the whole student body.

Class numerals in the school colors were awarded to the winning team. Awards are an important factor in intramural work. Some people think they are unnecessary, that students should compete for the mere love of the sport. The idea, however, is erroneous when one stops to think that achievement is recognized in all other lines of ability. Even in the matter of scholarship we select valedictorians. The awards help to enliven the competition and add additional incentive to take part.

Our present program has gained the support and enthusiasm of the whole student body. All boys have felt a natural urge for competitive activity and have developed favorable attitudes toward play, not merely for exercise and health, but for its own sake and for the satisfaction that goes with it. They have experienced the vast difference between blind emotional cheering for the varsity team and the thrill of appreciation that comes from participating in a group effort involving a well-executed play. The program that provides all boys with the opportunity of active participation is worthy of a place in any curriculum.

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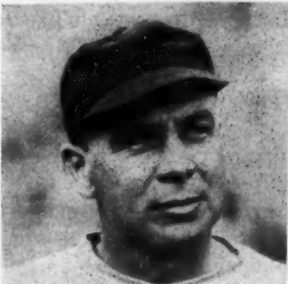
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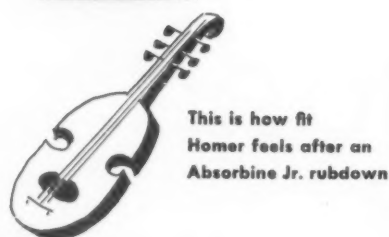
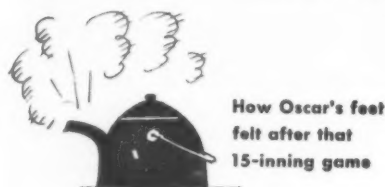
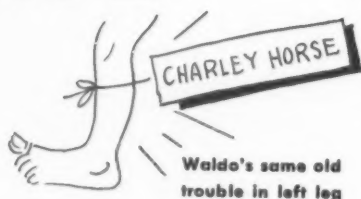
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Stimulus for Track

(Continued from page 14)

opportunity to break into some form of athletics where they have a chance to develop a skill. Another device that has been successful is to make each boy who answers the first call for track practice responsible for bringing another boy to the next practice. Football coaches can be contacted and the suggestion made that some of their discarded material be told about the advantages of spending the after-school hours at track and field.

Cross-country in fall

After several weeks of training it is advisable to begin actual competition while the boys' enthusiasm is still at a high-water mark. For this purpose, the cross-country run may fit in well with the fall practice schedule. The long running event is extremely valuable in developing material for the half-mile and mile races in the spring.

So much opposition has been expressed towards cross-country for high school boys that it is most essential for the coach to take unusual precautions so that there will be no kick-back. Without careful preparation, this race is likely to be dangerous. The course should be mapped carefully over rough country and should avoid all highway and traffic hazards. The school physician or someone equally competent should examine every entrant before and after every race. Boys who show any evidence of strain or weakness should not be allowed to compete in future meets.

The advantages of the cross-country run are many. First, the boys acquire a taste for competition, are in excellent physical condition when the spring season opens and can endure without hardship the strain of weekly meets. From the coach's viewpoint, cross-country develops material for the long distance events and provides an intimate relationship with the boys that lasts throughout the school year. As an incentive letters may be awarded to deserving boys under a prearranged scoring system. This incentive stimulates the boys to do their best and may act as a carry-over after the track season closes in the spring.

To supplement the interest aroused by the cross-country run the pentathlon can be introduced into all gymnasium classes during both the fall and spring semesters. As the decathlon is generally too strenuous for the average high school boy, a two-semester pentathlon plan is more adaptable. The events that can be used during the fall semester are the 100-yard dash, the 330-yard run, the fence vault, the 8-pound shot-put, and the running hop-step-and-jump.

In all the regular gym classes, students should be classified into A, B and C groups on the basis of age, height and weight. Students may be allowed to compete in these pentathlon events on one day each week. A system of handicaps should be inculcated into the pentathlon program. A class A boy should have to run faster than a class B or class C boy in order to earn his 100 points.

During the second semester the pentathlon can consist of the high jump, the 120-yard low hurdles, the 50-yard dash, the running broad jump, and the 220-yard dash. These events differ from the regulation Olympic decathlon because high school boys have neither the stamina, maturity nor extensive training of Olympic competitors.

Sophomores segregated

In the high school league, of which San Bernardino is a member, competition in track and field meets, as well as in other sports, is divided into two divisions, varsity and sophomore. This is the only league in Southern California in which there is strictly sophomore competition. The old weight classification by A, B and C divisions was always a source of trouble because of the weighing-in difficulty. While this was usually attended to at the end of the year, division changes because of increasing weight were so many and occasioned so much argument that there was constant haranguing to determine and maintain eligibility.

Riverside was the first high school in the league to inaugurate a system of sophomore competition, playing its sophomore team against the B teams of other schools in the league. The remaining schools were quick to see the advantages of using the sophomore team plan and it now has been satisfactorily in effect for the past seven years. As a result, there is less dissatisfaction and dissension engendered among the competing schools, as the eligibility of competitors is easily established.

An outstanding track star who can personally attract a large following can do much to arouse an interest in the sport. He may succeed in attracting a large group to the field during practice with the result that many of the spectators may soon become track candidates. A star naturally attracts many satellites and the coach who can develop one spectacular winner is generally sure of good publicity and a large group of student competitors.

A winning spirit is just as contagious in track as in other sports and always aids in stimulating interest among both spectators and participants.

Baseball Quiz

(Cont'd from page 10)

17. The shortstop should make every attempt possible to get the base-runner off balance at which instant the pitcher is supposed to pitch the ball to the batsman. If the bat drops indicating a bunt the shortstop should protect that part of diamond left vacant by the pitcher who should immediately go to the third-base line for the bunt.
18. The shortstop gives instructions to the second baseman on all relay throws, to the second baseman on all fly balls in that territory and to the left and center fielders who are fielding ground balls or catching fly balls in that part of the field which he should protect for relay throws.
19. The shortstop goes out for a possible relay. The instant he sees that the fly ball is to be caught he returns to third base for the throw from the outfielder. The third baseman and the pitcher back up the throw to him.
20. The shortstop should catch all fly balls possible for him to catch because he is running at an angle to the ball which gives him full view at all times.
21. As soon as he sees there is no chance to get the base-runner coming from first base, the third baseman should rush toward the ball and catch it before it hits the ground. There may be a play at second base on the man who hit the ball, otherwise, he can keep the batsman at first base. The runner, ordinarily, could reach second base—a scoring position—if the ball was allowed to go to third base.
22. The third baseman should start his double play second to first. If, however, the ball is fielded within one step of the third-base bag, the third baseman should step on the bag and then throw to first.
23. The infielders should touch them both. A smart ball player will often say to the runner who was originally on the bag, "You're out. A fine play you pulled." If he steps off the bag, he should be tagged again to complete a double play.
24. The outfielder should always remember that the first throw of a relay is the long throw, the second throw is the accurate one. Infielders should never go beyond that distance which would not guarantee this second or accurate throw.
25. The outfielder should run into the diamond and pass the ball to one of the infielders. He should never allow a base runner to challenge him, that is, "if you don't throw the ball, I will advance a base."
26. A ball thrown by an outfielder to the bases on a bound saves many an overthrow, takes less traveling time and can be thrown with better accuracy.
27. (a) False. (b) False. (c) False. (d) False. (e) False. (f) False. (g) False. (h) False. (i) True. (j) True. (k) False. (l) False. (m) False. (n) False. (o) False. (p) False. (q) False.
28. (a) Back. (b) Back if home team, halfway if visiting team. (c) Halfway. (d) Back if home team, halfway if visiting team. (e) In. (f) In or halfway. (g) Back. (h) In. (i) Back. (j) In. (k) Back.
29. 2:15, Home team batting practice. 2:40, Visiting team batting practice. 3:05, Home team fielding practice. 3:15, Visiting team fielding practice. 3:25, Captains and umpires confer on ground rules. 3:30, Game.
30. 1-3, 2-1, 3-5 or 7, 4-7 or 5, 5-4, 6-8, 7-6, 8-2, 9-9.

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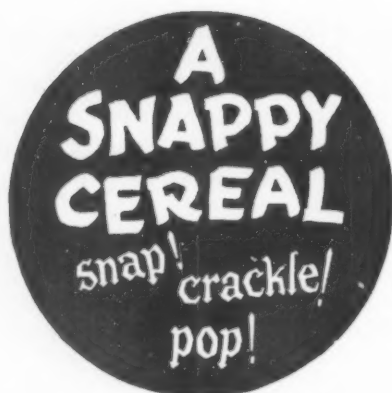
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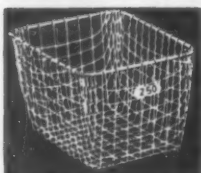
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N. C. A. A. Football Rules Changes

FOUR changes in the college football rules for 1937 were made by the National Collegiate A.A. Football Rules Committee when that body met last month at Absecon, N. J. None of the changes were of major importance.

Most significant change deals with the kick-off. Henceforth when the kick-off goes out of bounds, a second kick-off will not be permitted. The ball, instead of being kicked-off a second time, will be put in play by the receiving side on their 35-yard line or "ten yards from the point where it crossed the sideline, whichever is more advantageous."

The numbering of players on both front and back of jerseys was made mandatory. Heretofore the rules merely recommended that this be done.

Two other changes derive their significance in the re-wording of parts of rules over which there was much controversy in college football circles last season—the pass interference rule and the rule governing the kicking of free balls.

As a further guide to officials on pass-interference situations, the Committee has directed that the 1937 rules state that "defensive players have as much right to the ball as the eligible opponents, and bodily contact, however severe, between players who are making a 'bona fide' attempt to catch or bat the ball shall not be construed as interference."

The Committee made a special appeal to coaches to refrain from sending ineligible men into the passing area. But if they do not, the Committee threatened "to adopt a rule requiring ineligible players to remain on the line of scrimmage."

On the matter of kicking a free ball, the question of intent is no longer to be considered by officials. In the future, a kicked free ball, whether intentional or accidental, will be regarded as an illegal play.

The new kick-off rule came as a surprise to many coaches, and is meeting with some opposition. They say that the kicking side will deliberately kick the ball out of bounds in order to safeguard against well-planned kick-off plays or long returns by dangerous runners. They also claim that the new rule will not produce any more football, as time was out, under the old rule, when the ball was being brought back for the second kick.

High School Differences

The official interscholastic football rules for 1937, approved in January by the Football Rules Committee of the National Federation of State High School Athletic Associations (see Feb., 1937, SCHOLASTIC COACH, pp. 18, 23), are in agreement with the N.C.A.A. (college) rules on two of the above points, but differ in the matter of a kick-off that goes out of bounds, and a kicked free ball. The interscholastic rules, which have been officially adopted by 16 states, require a second kick-off when the first kick-off goes out of bounds; and differentiates between a free ball kicked accidentally and one kicked intentionally.

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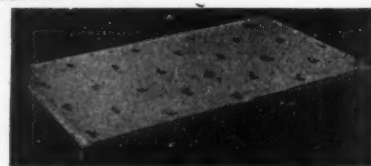
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Softball for Girls

By Helen Kennedy

Helen Kennedy is director of physical education of Norfolk, Nebraska, Senior High School. This is the second of a series of articles on girls athletics prepared for Scholastic Coach by special writers chosen by the Women's Rules and Editorial Committee of the Women's Athletic Section of the American Physical Education Assn.

BASEBALL skill does not come easy for girls. Unless a girl has played since early childhood with brothers or other boys, she is likely to be most awkward in handling bat and ball when baseball (softball) is introduced to her in junior or senior high school.

Girls in this stage are prone to become easily discouraged over their lack of immediate success in throwing, catching and batting situations. They will be uncomfortable and often afraid of the ball. Some of them will build within themselves early prejudices which may make further progress in the game nigh impossible.

In approaching the problem offered by beginners' groups, the instructor must, first of all, have a thorough familiarity with baseball herself, some ability to play it, and an eagerness to teach it. She should arrange for the beginners' group to practice and play in gymnasiums and on fields protected from the public eye.

The best incentive to progress in this, as in anything, is success. For a girl who has never swung a bat at a ball, the first successful hit she makes will pave the way for increased skill through self-confidence.

Building confidence

As the group advances, those who wish might be taken to see a regular baseball game played by boys or men. Before a girl herself has attained any skill whatsoever, it might be discouraging for her to see superior players in action in the hope of learning something from them. But a girl who is normally confident, who shows an aptitude for games, or who has developed a little baseball skill, is likely to gain rather than lose from seeing superior players. At a game, the instructor, sitting with the girls, should point out various techniques and explain to the uninitiated the rules and procedure of the game, especially as they may differ from what the girls themselves observe in their own softball. Care should be taken not to make such explanations burdensome, as this may cause a loss of interest. Instructors talking too much will have the same unfavorable effect on the listener as do so many of the commentators whose voices prattle through the newsreels, saying so many needless things.

Use of bulletin board

The bulletin board should be utilized as an aid to stimulating interest in baseball. Pictures, especially the ones showing playing skills, should be posted. If a league is formed, the standing of the teams should be kept up to the minute, and the scores of every game promptly posted.

Before the beginning of regular class periods, the girls can amuse themselves by catching and playing games like "one old cat." The instructor should make sure to place sufficient numbers of bats and balls in convenient places where the girls might have access to them. During class a few rules of softball may be discussed and playing situations drawn on the blackboard to acquaint the girls with the tactical side of the game. By this time the group should be ready to play the game, and as different situations arise which would involve new rules time should be taken to explain them.

If some member of the class has a movie camera, pictures may be taken of her group in action and exhibited not only to the girls of the other teams but to the girls who are not playing the game in the hope of stimulating heretofore dormant interest.

Groups from neighboring schools and towns can be invited to visit for a baseball play day. On such occasions the girls from all the participating schools should be playing on teams including girls from all schools, in the best of "play day" tradition. Publicity through the medium of articles in local and school papers and poster forms should give due notice of these events. Such publicity would serve in attracting the attention of both the general public and non-participating girls.

Scholastic Tennis Tournament

Open to all

The National Scholastic Tennis Tournament is open to all high schools and junior high schools in the United States. There is no entry fee, nor any red tape attached to entering. A letter addressed to: Tennis Editor, SCHOLASTIC, 250 E. 43rd Street, New York, N. Y., applying for admission to the tournament, and signed by any member of the staff—will be accepted as an entry. Application may also be made by checking "TENNIS TOURNAMENT ENTRY" in the coupon on page 32.

Intramural competition

The National Scholastic Tennis Tournament is strictly intramural and is designed to encourage the playing of tennis on the part of the student body as a whole.

Each school has complete control over its own tournaments, and may hold them any time before the end of the term.

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This tournament plan is another of the services rendered high schools by Scholastic Publications.

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Coaches' Corner

If you have something for this column send it to Bill Wood, University High School, Iowa City, Iowa.

One of the best stories of the month concerns Coach Roy E. Melvin of Hurley, Wis. It seems that in a recent practice session one of Coach Melvin's players was having some off moments. The exasperated coach finally yelled at him, "You imbecile! Can't you see a man when he is wide open under the basket?" After the scrimmage a newcomer on the squad approached the luckless offender to offer him a little sympathy, "Say, Im—Imbecile, what's your first name, anyhow?"

A spectator at a game in Harrisburg, Pa., became so excited that he took out a match and began to scratch his ear with the wrong end. A wild pass struck his hand, drove the match in, and ignited it. He was burned badly.

The best scoring record of the year sent in to date was set by the Luther College reserves in a game against an independent team from Ossian, Iowa. Final score, 126—2.

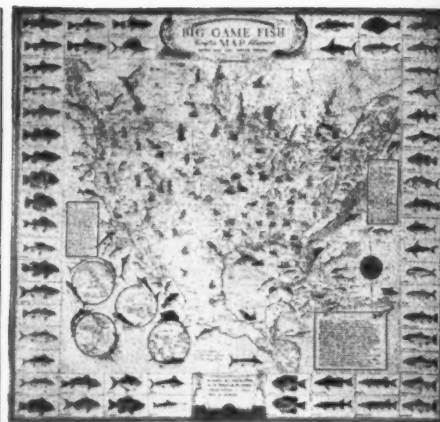
The most important citizen of Van Meter, Iowa, is Bob Feller, the Cleveland Indians' sensational rookie pitcher. Since he is ineligible to compete in high school athletics, Bob plays guard on the Waukee All-Stars independent basketball team. "The name doesn't mean a thing," says Bob. "I don't intend to 'walkee' anybody next summer if I can help it."

When practice sessions begin to get pretty dull and the boys show signs of becoming stale, you might try playing the game on skates. Coach John Uhlig tried out the idea on his Wheeling, Mo., players when his outdoor court became covered with ice. He reports that the stunt was a big success.

I wonder if there is any high school team in the country composed entirely of straight A students. Clarinda, Iowa, has two straight A forwards, Bob Howard and Ralph Fassen.

Coaches have sad tales to tell of being handicapped by small floors. Forrest E. Conner of the University of Iowa remembers a floor that was too big to play on. It seems that he began his coaching career at Belle Foursche, S. Dak., in January, 1924. As he stepped from the train, he was informed that his team had a game scheduled for that night. A few days later he had to take his team on a long trip during which five games with bitter conference rivals were played in as many nights. The fourth game was played at Hot Springs where a floor had been laid out over a large swimming pool and a goal erected at each end. The playing space was 70' by 120'. Only one field basket was made during the game which Hot Springs won 6 to 0.

Basketball was introduced to the Big Ten by H. F. Kallenberg early in 1892, less than a year after its invention by Dr.



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James Naismith at Springfield (Mass.) Y.M.C.A. College. Kallenberg learned the game under Naismith and took it with him when he became director of physical education at the University of Iowa.

Coach Sam Barry states that although he "unveiled the slow-breaking offense" at the University of Southern California in 1931, he does not claim that the idea was original with him. He is too well acquainted with mid-western basketball for that. It wasn't exactly a fast-breaking offense that Georgetown, Ill., used to eliminate Homer, Ill., from the district tournament back in 1930. The final score was 1 to 0. That is about as near the slow-break ideal as one could want. Then, there was that 11 to 1 game between Lombard and Knox colleges played on Jan. 22, 1934.

It is probable that Mark Peterman, the well-known coach of the Springfield, Ill., High School, has developed the slow-breaking type of offense to its perfection. For many years his teams have been contenders for all-state honors. He has recently published a book on his favorite brand of basketball. (*Secrets of Winning Basketball*, Scholastic Coach Bookshop, \$2.)

No lost art is free throwing! Witness the performance of Benny Stephens, star sophomore forward on the University of Iowa team. Against Wisconsin he converted both chances awarded him, against North Dakota he made ten straight, a few nights later against Indiana he ran up five more in a row, and against Northwestern three out of three. Twenty straight! That's good pitching in any league. In the Indiana-Iowa game, Indiana missed only two out of twelve chances, while Iowa missed just three out of fifteen. And I remember missing thirteen out of fourteen in one game, myself!

One of the tallest centers in college basketball is 6 ft. 10 in. Louis Lasiter of Illinois College. Besides leading the Little Nineteen Conference in scoring for two years, he is an excellent defensive player. Although he has never compiled as long a string of consecutive tosses as Stephens, his record from the free-throw line is one of the best in the middle west.

Can't somebody do something for Coach W. J. Wisdom of John Tarleton College? His Plowboys have won 72 consecutive games. The coach worries so much about the strain the players are laboring under that he wishes they would lose. But the boys go right ahead piling up the victories. The latest victim, Texas Military College, took a 53 to 4 walloping. Many a coach lies awake nights hoping that someday maybe he'll have a chance to worry like that.

Coach Jack Kraemer of Ironwood Junior College, Ironwood, Mich., comes up with an interesting story of the Indiana State finals several years back. "The championship game brought two high scoring teams together and both elected to play a deliberate game. Secrist was the star of the Muncie team and Johnny Wooden, who later became an all-American at Purdue, was the star of the Martinsville team.

"With eight minutes to go Martinsville



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led 12 to 11. They were able to stall successfully for seven minutes and ten seconds. Muncie had already taken the three time-outs allowed them at that time, but as the ball was finally batted out of bounds and given to Martinsville to throw in, Secrist called for the fourth time-out. Wooden missed the free throw that was awarded on the technical foul. Muncie recovered the following tip-off, and despite the close guarding of the Martinsville man-for-man defense, Secrist got away a long shot from the center of the floor that split the center of the basket and gave his team a one-point lead. Martinsville took the last tip-off, one of their

players cut under the basket for an easy set-up, missed—and Muncie had won the State Championship, 13 to 12."

In Indiana they still take their basketball pretty seriously. After a game with Mishawaka High School which his Central High team of South Bend won 36 to 32 in a last minute rally, Coach Johnny Wooden entered into an argument with Coach Shelby Shake concerning the officiating. When rabid fans attacked the Mishawaka coach, his players came to his rescue. The police riot squad was finally called out to end the fight.

By the way, you contributors needn't limit your efforts to basketball.

Interscholastic Swimming Coaches Association of America

Swimming records fall

THE Hibbing High School 300-yard medley relay team composed of Werner Wiren, Glen Coder and John Gillis established a new high school record during a dual meet with Chisholm when they swam the distance in 3m.06.4s., clipping 5.2s. off the old record held by Chisholm. Lindgren, Vittanen and Erickson set the standard of 3m.11.6s. on March 28, 1930. The meet in which the new mark was created was held at Chisholm over the 20-yard course and resulted in a win for Hibbing, 47 to 28.

Blair Academy continues to smash records and this time it is in the prep school 400-yard free style relay made against Allentown High School at Blairstown over the 20-yard course. Their time of 3m.39.6s. constitutes a new prep school record, breaking the old record of 3m.52.7s. held by the 1936 Massanutten Academy team composed of Clarke, Gabriel, McCaffery, and Hytowitz. The split second times of the record breaking performance were Auerbacher, 55.3s.; Merrifield, 55.7s.; Kleppinger, 54.8s.; and Williams, 53.8s. Another record for which Blair has applied is the 180-yard medley relay in the 60-foot pool. Pardew, Williams and Kleppinger negotiated the distance in 1m.42.8s. This ties the record made by Blair last year.

Underwater coaching

Ben York, swimming instructor of the Detroit Socialer Turnverein, has gone Bob Kiphuth of Yale one better with the diving helmet. In an exhibition in his club pool, York demonstrated the use of the diving helmet with a two-way radio hook-up for coaching purposes under water. Through the use of a microphone and loud speaker attachment, he put Ray Kaye, member of the 1936 Olympic Team, through his paces. The experiment received favorable comment. Clarence Pinkston, former Olympic diving champion and member of the coaching staff of the 1936 Olympic Team, voiced the opinion that while the apparatus was practical for correcting flaws in the experienced swimmer's stroke, it had little value for teaching beginners. The use of the helmet by York antedated Bob Kiphuth's experiment by two years, but the former used it for another purpose—broadcasting under-water from Eastwood Pool in Detroit in 1934.

Notes from all fronts

Monroe High School, New York City, coached by Matty Chambers, won the P.S.A.L. swimming crown by downing Commerce 56 to 14. The team's only defeat during the season was inflicted by De Witt Clinton, who in turn was beaten by George Washington and Evander Childs—thus giving Monroe the title.

CHARLES McCaffree, Jr.,
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